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ABSTRACT

For the 1973-74 school year the California Career Education Task Force decided that expanded activities would be most productively developed at six previously funded sites plus two additional sites. Since the eight project sites differed in geographic location, socioeconomic level, size, ethnic composition, and school organizational pattern, a wide range of promising career education practices evolved that may be useful in other communities and educational settings. Although project sites implemented a variety of activities, staff inservice training and curriculum development were activities common to all. Of the 800 curriculum products developed, more than 500 were validated for use by nonproject sites. The external evaluation conducted by Educational Testing Service reveals that the process objectives were carried out effectively at each site. Supplementary funds enabled each project site to solicit and acquire a long range commitment to career education by local boards and administration. Among those sites that differed in size and geographical location, the most difficulty in implementation was experienced by small school districts and at the secondary education level. The programs in the eight different sites are described individually and in detail (Camino Union Elementary School District, Covina-Valley Unified School District, Los Angeles Unified School District, Richmond Unified School District, Sacramento City Unified School District, San Diego County Office of Education, Santa Barbara City Elementary and High School District, Sanoma County Office of Education, and State Level Coordination and Dissemination). Administrative, guidance, and instructional implications derived from the project by the Task Force are outlined along with specific recommendations to the State Department of Education. (MF)

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FINAL REPORT
Project No. V361012L
Grant No. OEG-0-73-2921

California Career Education Research and Development Project

Conducted under

P.L. 90-576, Title I, Part C, Section 131(a)

Career Education Task Force
Paul N. Peters, Chairman

U.S. DEPARTMENT OF HEALTH.
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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles—Superintendent of Public Instruction
Sacramento May, 1975

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SUMMARY

The California Career Education Task Force made the determination that maximum benefit would be obtained from FY 1973-74 funding under P.L. 90-576, Title I, Part C, Section 131(a) by concentrating funding on the previously funded career education research and development sites. Due to the extensiveness of career education concepts, the Task Force decided that expanded activities would be more efficiently and productively developed at the previously funded sites where inservice training and implementation had already taken place.

In order that the California model be truly comprehensive, the Task Force determined that a previously missing element, the urban disadvantaged, be included. Richmond, a model cities area, was selected as an additional site. In addition to Richmond and the expansion of the remaining six sites, career education at one additional site, the Sonoma County Office of Education, was funded.

The FY 1973-74 sites and levels of funding were:

Camino Union Elementary School District	$ 70,000
Covina-Valley Unified School District	155,000
Los Angeles Unified School District	40,000
Richmond Unified School District	150,000
Sacramento City Unified School District	58,000
San Diego County Office of Education	58,000
Santa Barbara City, Elementary and High School District	155,000
Sonoma County Office of Education	19,568
State Level, Coordination, Dissemination	9,715

During the time period May 1, 1973 to October 31, 1974, the operation of the California Career Education Research and Development Projects was coordinated and monitored by the Career Education Task Force, California State Department of Education. A description of these sites is included in the body of the report.

The following ten goals determined the student outcomes for California's program of career education:

1. Students will develop a continuing awareness of career opportunities and relate these opportunities to personal aptitudes, interests, and abilities.

2. Students will develop a positive attitude toward self and others, a sense of self-worth and dignity, and motivation to accomplish personal goals.

3. Students will develop a positive attitude toward work and appreciate its contribution to self-fulfillment and to the welfare and productivity of their family, community, the nation and the world.

4. Students will recognize that their educational experiences are a part of their total career preparation and development.

5. Students will understand the economic systems of our society and become aware of the relationship of productive work to the economy and to their own economic well-being.

6. Students will achieve sufficient economic understanding and consumer competencies to make wise decisions in the use of their resources.

7. Students will engage in their own career development process. They will increase their self-knowledge and their knowledge of the world of work and of the society that affects it, and accept responsibility for a series of choices that carry them along the career development continuum.

8. Students will gain orientation through increased exposure of the options available to them in the World of Work.

9. Students will plan and participate in a program of career exploration which will contribute to personal and career satisfaction.

10. Students will acquire skills leading to entry-level employment in one or more careers with provision for advance training and continuing education.

The Task Force provided technical assistance and consultant services in program planning, program development and evaluation to the sites. A private firm, Educational Testing Service, under contract to the Task Force, audited the evaluation activities.

In addition, the Career Education Task Force responded to innumerable requests for information, general consultive services, conference participation, legislative analysis, and publication of reports.

To aid in providing articulation among education, business, labor and industry, the coordinator of the Industry-Education Council of California met monthly with a steering committee. School sites were visited and efforts were directed towards integrating career education at all grade levels.

The activities of the Task Force resulted in the following accomplishments:

1. Publication of A Position Paper on Career Development and Preparation in California.

2. Collation and validation of 800 LEA produced materials for inclusion in the materials depository at San Mateo Education Resource Center.

3. Assistance to research and development sites in career education modeling efforts.

4. Assistance to third party evaluator in monitor and review activities at the research and development sites.

5. Initiation of staff development activities at selected sites.

6. Continuation of developmental efforts on career education master plan.

7. Continuation of coordination efforts with business, industry and labor on a statewide basis.

8. Conduction of quarterly meetings at research and development sites.

9. Continuation of liaison services to teacher training institutions.

10. Assistance to sites in close-out activities and conducted exit interviews.

Conclusions

Because the eight project sites differed in geographical location, socio-economic level, size of population, ethnic composition and school organization pattern, a wide range of promising career education practices evolved that can be used in other communities and educational settings.

Although formal commitments to career education were made through the Project Activity Management and Evaluation System (PAMES) document, those personnel supporting the career education concept generated enthusiasm and commitment among other staff members.

The project sites implemented a variety of activities, however, staff inservice training and curriculum development were activities common to all sites.

Of the 800 curriculum products resulting from career education inservice and curriculum activities at project sites, over 500 were validated for wide range use by non-project site educators.

The external evaluation, conducted by Educational Testing Service, reveals that the process objectives were carried out effectively at each site. See Appendix F.

The supplementary funds enabled each project site to solicit and acquire a long range commitment to career education by local boards and administration.

Among these eight project sites that differed in size and geographical location, the most difficulty in implementation was experienced by (1) small school districts and (2) the secondary education level.

Continual monitoring of the project sites was provided by the Career Education Task Force however, 110 Task Force workdays were devoted solely to assistance in program evaluation. Therefore, the collection of hard data necessitates providing assistance to the site personnel for the design of evaluation plans, management systems, and the development of methods to collect student impact data.

Monitoring the achievement of career education objectives by measurement of student impact was a weakness in evaluation due to a lack of a common career education metric.

Project site personnel and other LEA's seeking career education materials utilized the Career Education Resource Center more than anticipated.

Career education curriculum units that were developed, revised and field tested at project sites were made available because of the increasing demand for current materials.

With the increasing demand from LEAs to be exposed to the information and skills needed to implement career education, it may be concluded that a new delivery system must be developed to complement the trained career education manpower currently available at the state and local levels.

Changes in some roles and functions of school personnel occurred as career education components were developed and implemented.

Widespread career education planning necessitated the design and field testing of effective methods, materials and media for LEA inservice training and curriculum development by the state level career education personnel.

Career education personnel at the research and development project sites conclude that effective career education infusion into the school curriculum results in:

- Increased student motivation and teacher enthusiasm.
- The replacement of inappropriate and non-relevant portions of the curriculum rather than adding-on more to the curriculum.
- More opportunities for the students to see the relationship of school to their present and future life roles.
- The involvement of learners, parents, school personnel and community in the decision-making process for school policies, procedures and activities.
- Students, parents, and community members serving as resource persons in the instructional process.
- School and community cooperation that has the potential to expand the variety and increase the number of learning environments for all students.

- The provision of experiences, appropriate to each grade level, that increasingly expand opportunities for students to develop personal values, responsibility and decision-making skills.

- Changes in the instructional, guidance, administrative processes, utilization of community resources and community involvement in the educational process and to some extent the revision of roles and functions of school personnel.

Recommendations

As a result of the work accomplished by the Career Education Task Force and project sites, it is recommended that:

- The promising practices and curriculum units developed for pre-school through adult education levels by the research sites be disseminated statewide.

- Funds should be made available to continue research and development efforts at these and additional sites with data collection and dissemination activities specified and required.

- Efforts to implement career education statewide continue and fiscal support provided by state and federal sources.

- Attempts continue at state and national levels to clearly define career education as a broad educational concept, and guidelines developed to implement career education at all levels of education.

- Appropriate evaluation instruments be developed, tested and refined.

- A state curriculum framework for career education be developed that includes a conceptual model for career education.

- Efforts be made to orient all State Department personnel to the concept and implications of career education.

- The development and refinement of implementation handbooks and publication continue.

- Curriculum content, instructional and learning activities and school organization planning be refined to include the cluster concept, career ladders, options for open entry/open exit, internships and realistic experiences for all youth.

- LEA personnel involved in career education implementation have technical assistance in developing evaluation skills, such as: sampling techniques, design of appropriate instruments, analysis and reporting of impact data.

- Funding and personnel be allocated to collect, compile and disseminate career education curriculum materials.

- Assistance be given those persons who write proposals for career education funding.

PROBLEM

The concept of career education is emerging at a time when young persons are becoming increasingly dissatisfied with the offerings of educational institutions. This dissatisfaction is not, however, limited to youth. Educators are seriously questioning curriculum offerings that only prepare students for the next level of education. Leaders in education, business, industry and civic affairs believe that relevance in educational institutions can be provided by career education.

During the past three years, the Department of Education's Career Education Task Force has provided leadership in developing a comprehensive career education model for California schools. In 1973-74, the efforts of the task force resulted in the development and review of model sites, review and refinement of career education instructional materials developed at the sites, and completion of a master plan in draft form.

The 1973-74 school year marked the second year in which the Career Education Task Force guided the development of ten career education model sites located throughout California. These demonstration sites represented the efforts of 36 school districts to make education relevant to the lives of their students by infusing the career education concept into all subject-matter areas at all grade levels.

The sites selected for the career education research and development project represent a cross-section of California's population, geography, rural-urban areas and school organizational patterns. Educational problems at each of the sites are identified in this report. Because of the diversity of these sites, a breakdown of the problem areas is provided. This summary serves to reinforce the concept that every site has its own unique problems and that every site has differing needs.

Camino Union Elementary School District

The community and educational setting of this project ranges from rural, semi-agricultural to urban-industrial and geographically extends from the Sacramento Valley up the western slopes of the Sierra Nevada mountains along Highway 50. El Dorado County has one high school district with two high schools. There are thirteen local elementary districts feeding into the two high schools. This area is served by the Los Rios Community College District, which has four campuses to serve Sacramento and neighboring counties.

The student in El Dorado County is in need of career information afforded by his community as the following information reveals: (1) only 26% of the El Dorado High School District's graduates go on to college; (2) only 5% of the graduates find work in the county; (3) in a county with a population of 46,100, there is an unemployment rate of 13.6%; (4) the per capita income ranks 57th of the 58 California counties. These figures give strong indication of the need of the district to include career education concepts as an integral part of an educational system that attempts to meet the needs of all people, not just a select few.

Covina-Valley Unified School District

The Covina-Valley Unified School District (K-12) is located in Los Angeles County. Approximately 50 percent of the employed people are involved in professional, technical, or management positions. Another 2[illegible] percent are employed in different crafts. The total population of the area served by the district is 75,000. At this time, 1,111 families are receiving aid through dependent children programs. Eight percent of the population have Spanish surnames; 8 percent are Black and 1.0 percent are Oriental. The rate of population turnover is between 20 and 25 percent annually.

Students in the elementary grades need opportunities to understand their own motivations and feelings as much as they need to become aware of basic concepts related to the world of work. Through role playing, life-oriented stories, and situational filmstrips, students will have an opportunity to recognize the nature and importance of their feelings and motivations to their own learning and personality development.

Most students at the 7th and 8th grade levels have only limited opportunities to assess their interests or to refine their decision-making skills before they have to make major educational and career-type decisions on entry into high school. This activity will provide 7th grade students with their initial opportunity to complete an interest inventory and to relate the results to appropriate educational options and job families; 8th grade students will have an opportunity to develop their decision-making skills, including clarification of values, consideration of information and alternatives, and use of decision strategies.

Students who enter high school with poorly developed or confused educational plans need special counseling assistance to define their goals, assess their abilities and interests and reconsider their educational alternatives.

Following their initial entry year into high school, many students need an opportunity to reassess their interests and abilities and to redefine their educational and career goals. Through the use of a structured career planning unit inserted in the 10th grade General State Requirements course, all students at this grade level will have an opportunity for this type of analysis and planning.

In spite of the efforts of parents, teachers, and counselors, a certain percentage of students progress through their high school years without formulating any definite plans for the future. Many of these students put off planning, or become discouraged by events that occur during their early high school years and are unable to develop a substitute dream for the future.

Although approximately four hundred 11th and 12th grade students in the Covina-Valley District participate in work experience education each year, there are many additional students among the 2,400 students in these two grades who do not have that opportunity. This activity will extend work opportunities for students by increasing the number of work stations available in the community. A special job solicitor will be appointed on a part-time basis to implement this activity.

Students (and parents) need to have ready access to up-to-date materials pertaining to their educational and career options. In many high schools, these materials are scattered throughout the offices of the counselors, deans, registrars, and school library. In many instances, the materials are out of date or difficult to secure, or both. During the past year, much new information pertaining to career fields in specific occupations has become available. Excellent filmstrips and audio tapes have been prepared for student use. Audio-visual materials and learning pacekts have increased student options for individualized study in fields of educational and career planning. The only feasible way to organize and present these materials is through a carefully organized career center.

Los Angeles Unified School District

During the past decade paraprofessionals and semi-professionals have been introduced in increasing numbers into school systems to extend the services of the professional staff. The primary purpose in the use of paraprofessionals in pupil personnel services is to better serve the needs of a widely diversified group of students from predominately low-income and minority areas through providing opportunities for more extensive and intensive counseling services. With trained assistants, a counselor may more effectively use his specialized skills. In addition, paraprofessionals can provide the ethnic and other peer identification needed in the counseling program. The counselor aide program in the Los Angeles site (K-12) made use of paraprofessionals in the aforementioned manner. The program was concentrated within the largest urban area in southern California.

The intent of the current project was to evaluate the impact of counselor aides on the schools, to determine what variables might be associated with their successful introduction as regular paid employees, and to make recommendations which would give a research background for future decisions regarding their utilization in the schools.

It was also hoped that a realistic look at the first year of aide hiring and utilization practices would enable the training institutions to review their counselor aide training programs for relevancy.

Richmond Unified School District

The needs of the youth in the Model Neighborhood Area were graphically demonstrated by examining the families who reside in the Model Neighborhood Area. Richmond, California's Model Neighborhood Area covers an area of 2.4 square miles centering on the old central part of Richmond. The Model Neighborhood is composed of three sub-neighborhoods; the Southside, the Iron Triangle (so-called because it is bounded by three railroads) and North Richmond, a somewhat isolated community, part of which is in the City of Richmond and part of an unincorporated area of Contra Costa County.

The population of the Model Neighborhood Area according to the 1970 census was 18,500. The Black population was 81% of the Model Neighborhood Area total, while the White Model Neighborhood Area population, including Spanish Americans, was 17%.

The median income in the five Model Neighborhood Area tracts was 7,300. Between 1960 and 1970, the median income of the Model Neighborhood Area increased only 7%, which was far below the increase experienced by the greater Richmond area.

The unemployment rate in the Model Neighborhood Area was 13.2%, according to the 1970 census. However, a recent survey by the Department of Human Resources Development showed that the unemployment rate has increased to 18%.

The Model Neighborhood Area tracts also had the highest frequency of welfare recipients of any area in the county. In August, 1972, 54% of the Model Neighborhood Area population received public assistance. The five Model Neighborhood tracts ranked 1st, 2nd, 4th and 7th out of the 92 census tracts in the county.

The number of disadvantaged youths in the Model Neighborhood Area exceeded 90%.

Sacramento City Unified School District

The Sacramento City Unified School District, serving a student population of nearly 45,000 students, is a typically urban district. It serves a racially mixed student population (about 60% of its students are white, 40% other ethnic groups). One of every five students is from a family receiving AFDC.

The two project elementary schools, David Lubin and Fremont, were chosen in part for their differences. Fremont, during the 1973-74 school year, predominately served ethnic minority students (45% white, 55% ethnic minority). Of these ethnic minority students, many came from bilingual families. The AFDC rate at Fremont was far above the district average, being 54%. In contrast, David Lubin served a student population that was 75% white, 25% ethnic minority. Relatively few of these ethnic minority students came from bilingual families. The AFDC rate at David Lubin was below the district's average, being 12.6%.

One other factor relating to the diversity of student population had to be taken into account. David Lubin serves the deaf students of the district. It was established that the Career Education Project would serve the needs of these disadvantaged students in addition to serving the students in the regular program.

San Diego County Office of Education

A comprehensive Career Education project was initiated in San Diego County in March 1972 under the auspices of the California State Department of Education Career Education Task Force. Activities were undertaken in two elementary schools, a junior high and a high school, all of which serve a conterminous attendance area involving 5,000 students and 200 teachers. The projected program focused on staff development, classroom infusion, career centers, and exploratory experiences as integral to the creation of the program. The project reported here was an extension of the original activity but included components of adult education and community college which were added to the target population.

The target population at the elementary level included all teachers and students in La Presa and Rancho Elementary schools and La Presa Junior High.

At the secondary level, the entire staff of Mt. Miguel was targeted for staff development. The target students were 9th and 10th grade students who were enrolled in the classes of those teachers who voluntarily took an active role in curriculum development. All students using the career center and participating in work experience were included in the target group.

At the adult school level, the students enrolled in a diploma or diploma equivalency program at Mt. Miguel Adult School and the staff members who had them in class were the primary targets. The remaining teachers at Mt. Miguel Adult School were targeted for a lower level of involvement.

At the community college level, the students enrolled in personal development classes, along with the counseling staff which conducts the courses were the primary target. All students using the counseling center and all department chairpersons were secondary targets.

The targeted schools were in the Spring Valley area of San Diego County. This area is an eastern suburb of San Diego, south of La Mesa. It is primarily a residential area with service businesses and light industry. The minority population (approximately 19%) is predominantly Spanish surname and about 7% of the total population has income below the poverty level.

The career education emphasis was on changing the present educational procedures so that a student could experience career development as an integral part of his school program.

Initial assessment of project activities and goals revealed two areas of need. First, the success of the project and the concomitant enthusiasm of staff created a demand for more materials of a curricular nature. Not only did teachers request an orderly, sequential way of relating their course of study to the world-of-work, but they needed resources which permitted students to become more experiential in their career development. Additionally, they requested assistance in understanding and using the occupational clusters concept.

A second area of evident need was the logical extension of Career Education into Community College and Adult School. The open-entry, open-exit aspect of their programs, along with their natural involvement in skill training, on-job preparation, and job placement, argued for inclusion in a comprehensive model.

In order to meet the aforementioned needs, the project was designed to provide:

1. Expansion of Career Education to Adult School and Community College, particularly emphasizing job exploration and career orientation.

2. An expanded program of staff development which includes instructional and experiential activities.

3. The expansion of the model to provide more extensive classroom activities and exploratory experiences.

4. Development of the cluster concept on a districtwide basis so that it can become integral to the curriculum and to the community.

Santa Barbara City Elementary and High School District

Santa Barbara School District (grades Pre-K-6) serves the greater Santa Barbara area (population 70,000). Santa Barbara High School District (grades 7-12) serves the Santa Barbara, Montecito, Goleta Valley area (population 123,300). The Santa Barbara Community College District serves the Santa Barbara, Montecito, Carpinteria, Goleta Valley area (population 130,800).

Santa Barbara County lies in the southwest portion of California. It is bordered on the north by San Luis Obispo and Kern counties, on the east by Ventura county, and on the south and west by the Pacific Ocean. The county's population is approximately 263,000, with the largest number of persons residing in the South Coast portion of the County, namely the greater Santa Barbara and Goleta Valley areas.

The major income sectors of the South Coast economy are tourism, properties and pensions income, University of California-Santa Barbara, manufacturing/research and development, agriculture and government.

The Career Education proposal provided for a comprehensive career education instructional, counseling, and guidance and placement program from preschool through community college and adult education.

A climate of positive support for the career education concept by Board members, District administrators, teachers, students, parents and the community in general, insured a setting for the development and expansion of Career Education in Santa Barbara.

Sonoma County Office of Education

The Sonoma project was initiated in 15 schools in Sonoma County representing elementary, junior high, and senior high developmental levels. The schools were chosen to represent different socio-economic and ethnic areas represented in the County. Some of the schools were in Healdsburg, where the student population has the largest percentage of Mexican-American students, and Windsor, which not only has one of the largest minority populations, but is also one of the lowest socio-economic areas. Santa Rosa City has a predominantly white middle class group and also has the largest Black population in the County. Schools were also chosen in Sonoma and Petaluma which are predominantly white and conservative.

The current project altered the already developed model of direct inservice contact with large groups of classroom teachers at all grade levels. The 1973-74 project focus was on identified key teachers, at the rate of one per school, already trained in career education concepts and operations. These initiator-resource teachers were responsible for encouraging at least three fellow teachers in their respective schools to carry out career education operations. At the secondary level, this meant that involvement by teachers representing at least three spearate disciplines was required.

The project included four (4) high schools, three (3) junior high schools, and eight (8) elementary schools in Sonoma County. In addition, California State College - Sonoma's Master's degree program in counseling was involved to the extent that five (5) program interns were hired and supervised to assist the project and meet the diversified needs of students.

GOALS AND OBJECTIVES OF THE PROJECT

The intent of the Career Education Task Force was to continue to develop, refine and implement the components of career education in California schools. A review of the individual letters of intent from each site revealed that all areas of focus were being treated in a comprehensive single, systematic project design. This design was based on the following statement of philosophy developed by the Task Force:

> Realizing that the greatest portion of an individual's life is spent in the pursuit of his career or careers, we find it necessary to revitalize our curriculum to provide a continuing experience which develops an awareness of the relationship of self to home, school, and community. Each student needs to be made aware of the worth and dignity of work through field observations and exploratory experiences integrated with classroom instruction in academic skills. Through these experiences, he will become acquainted with the many different fields of endeavor and aware of his own abilities so that he will be able to choose a career in which he will be both successful and content. Finally, the curriculum should instill in the student the idea that education does not end, but continues throughout life, whether he goes directly into his chosen field or seeks further formal education.

Based on this philosophy, the California Career Education Task Force, with representatives from the community, students, teachers, administrators and school board members from each of the original eight research and development sites, developed the following broad goal for career education:

> Through a comprehensive program of career education, each student will develop positive attitudes about himself and others, make sound decisions regarding alternative and changing careers, acquire skills leading to employment, and pursue a life style which provides self-fulfillment and contributes to the society in which he lives. Students of different ethnic origin, sex and socio-economic strata will be provided equal opportunities for successful achivement of these goals.

The 1973-74 operational plan of the Task Force included the following goal statements:

1. The Career Education Task Force will be responsible for providing leadership in developing a comprehensive career education model for California schools.

2. The Career Education Task Force will be responsible for determining promising practices for career education in California.

3. The Career Education Task Force will guide the development of the ten career education model sites located throughout California.

4. The Career Education Task Force will be responsible for assessment of site activities in cooperation with the third party evaluators.

5. The Career Education Task Force will be responsible for reviewing and refining instructional materials developed at the project sites and providing for dissimination of these materials.

6. The Career Education Task Force will have the responsibility for developing four staff development guides.

7. The Career Education Task Force will provide a liaison with a steering committee of representatives from business, labor and industry for coordination of career education efforts.

8. The Career Education Task Force will be responsible for conducting an internal evaluation of all Task Force activities.

This was a composite single project with components at the various site locations. The goals and objectives of the individual sites pertaining to the overall design will be reported in the section on the design and procedures.

DESCRIPTION OF PROJECT DESIGN AND PROCEDURES

The continuity for the California Career Education effort was provided by the synthesis of information from the research and development sites and the development of a philosophical definition of career education. This definition states that career education is:

> A comprehensive educational process beginning in early childhood and continuing throughout the life span of the individual. All educators are involved in providing this broad approach to the economic, social, and psychological development of each student.
>
> With emphasis on the individual, guidance and instruction should be articulated from early childhood education through community college and adult programs. Career education, infused into the subject matter of the curriculum permits students to assess personal attributes and aspirations, explore educational and occupational opportunities, make realistic decisions and choices about lifestyles and values, and develop the capability to cope with life in present and future roles, settings, and events.

The following ten goals with sub-goals were developed at the initial stages of the project in 1971. These goals and sub-goals of the California model were the guidelines for each project site. Emphasis at the sites was varied, however, since each took into consideration the local needs and conditions when planning its program. The Site Design and Procedures section details individual site emphasis.

1.0 Career Awareness

GOAL: Students will develop a continuing awareness of career opportunities and relate these opportunities to personal aptitudes, interests and abilities.

SUB-GOALS:

1.1 Students will acquire knowledge of the world of work and the careers available to them.

1.2 Students will identify occupations in the community, develop identification with workers in various occupations, and identify significant factors that influence the work environment.

1.3 Students will acquire knowledge and awareness of how to differentiate between the major occupations that make up a broad career cluster in terms of the amount and type of education needed for entrance; the content, tools, setting, products or services of the occupations.

1.4 Students will gain an understanding and appreciation for life styles associated with occupations in various cultures.

2.0 Self Awareness

GOAL: Students will develop a positive attitude toward self and others, a sense of self-worth and dignity, and motivation to accomplish personal goals.

SUB-GOALS:

2.1 Students will develop a positive self-concept stressing dependability and responsibility that will lead to future self-fulfillment in a career.

2.2 Students will learn the importance of establishing (although tentative) personally relevant goals based upon an understanding of themselves.

2.3 Students will recognize that self-knowledge is related to a set or system of values that is unique to them.

2.4 Students will understand and use the concept of "role" as a way of learning about themselves in relation to their culture.

2.5 Students will learn to understand, accept and respect their own uniqueness.

2.6 Students will identify their interests, abilities, values and other self-characteristics as they are related to career roles.

2.7 Students will acquire the greatest possible understanding of themselves and an appreciation of their worthiness as members of society.

2.8 Students will learn that the unique self - the pattern of personal characteristics - is not a static entity but a dynamic being subject to change and with inexorable changes being imposed continuously by life experiences.

2.9 Students will identify the various relationships between their present abilities, interests, traits, attitudes and values and their present level of functioning and performance.

2.10 Students will evaluate from evidence the extent to which they possess various abilities, interests, traits, attitudes and values.

2.11 Students will obtain knowledge about the sources of information, services and experiences which facilitate the development of self-understanding and identity.

2.12 Students will obtain knowledge about the nature and characteristics of those career opportunities which are related to their present and anticipated future goals, values, abilities, and interests.

2.13 Students will establish their role in society by understanding the many ways in which society influences the nature and structure of work and their lives.

2.14 Students will develop an understanding of the individual's role in establishing harmonious relationships between worker and work environment.

2.15 Students will understand the contribution their careers can make to personal fulfillment, as they see that occupations and life styles are interrelated.

3.0 Attitude Development

GOAL: Students will develop a positive attitude toward work and appreciate its contribution to self-fulfillment and to the welfare and productivity of their family, community, the nation and the world.

SUB-GOALS:

3.1 Students will increase their respect for the freedom we experience in our economic system by developing positive attitudes toward employment, a desire to raise our standard of living, and a concern to minimize the inequalities existing in our system.

3.2 Students will have an increased knowledge and awareness of their attitudes and emerging values toward the various social roles and work roles required at different occupational levels and be able to communicate their feelings about the different lifestyles associated with occupational levels.

3.3 Students in grades K through 14 will develop attitudes toward work which will contribute positively toward student effort and achievement while in school and develop more specific goals as a rationale for completion of the educational program.

3.4 Students will develop more positve attitudes about themselves and others.

3.5 Students will learn that there is a wide range in degree and kind of satisfaction to be derived from work.

4.0 Educational Awareness

GOAL: Students will recognize that their educational experiences are a part of their total career preparation and development.

SUB-GOALS:

4.1 Students will recognize that the process and content of the curriculum in schools are relevant to career requirements and responsibilities.

4.2 Students will become aware of the relationships between academic course content and career requirements.

4.3 Students will develop an understanding of a changing world and be prepared for unforseeable demands for which continuing their education throughout adult life may be a normal expectation.

4.4 Students will develop through their educational experiences, the basic work habits and attitudes regarded as necessary for later entry and performance in a career of their choice.

4.5 Students will become aware of the wide range of career choices available to them through increased educational awareness and preparation.

5.0 Economic Awareness

GOAL: Students will understand the economic systems of our society and become aware of the relationship of productive work to the economy and their own economic well being.

SUB-GOALS:

5.1 Students will gain an increased knowledge and awareness of the major concepts underlying the economic and industrial systems by which goods and services are produced.

5.2 Students will describe in greater depth and breadth the work environment and how that environment is influenced by other institutions.

5.3 Students will have an increased knowledge and awareness of the economic and social rewards of various occupations.

5.4 Students will understand how economic wealth is accumulated by means other than those related directly to most occupations or careers (i.e., investments, interests, insurance, savings, etc.) and how these may influence their career and life style.

6.0 Consumer Competencies

GOAL: Students will achieve sufficient economic understanding and consumer competencies to make wise decisions in the use of their resources.

7.0 Career Planning and Decision-Making Skill Development

GOAL: Students will engage in their own career development process. They will increase their self-knowledge and their knowledge of the world of work and of the society that affects it, and accept responsibility for a series of choices that carry them along the career development continuum.

SUB-GOALS:

7.1 Students will be able to utilize knowledge about self and career and educational opportunities in making decisions appropriate to themselves.

7.2 Students will gain practice in decision-making with emphasis on increasing their proficiency in making decisions based upon all available information.

7.3 Students will develop the planning and process skills required to identify the objectives of a task, specify the resources required, outline the steps necessary to complete the task, perform the actual operations and evaluate the final report.

7.4 Students will identify and state personal career goals as part of the process related to making career related decisions.

7.5 Students will develop an increased awareness of and practice in the decision-making process in considering several possible career goals and in the selection of courses in terms of the career goal.

7.6 Students will develop criteria by which occupations or other career activities may be judged for their appropriateness in meeting life-career goals.

7.7 Students will learn about the many training routes available for a variety of possible occupational choices.

7.8 Students will prepare for constantly changing employment trends, work roles, and job mobility. They are encouraged to move toward an occupational choice, and recognize the influence of occupational supply and demand.

7.9 Students will use information about their environment as it relates to their individual potential in career development.

7.10 Students will realize, understand and utilize in their own planning the fact that their personal characteristics are unique and will influence their success in an occupation.

7.11 Students will make appropriate use of interest inventories, tests, and counseling to assist in educational and career decision-making.

8.0 Career Orientation

GOAL: Students will explore career possibilities that will increase exposure to the options available to them in the world of work.

SUB-GOALS:

8.1 Students will obtain a realistic exposure to the range of careers in the community, state, and nation, including up-to-date information as to knowledge, skill, and training requirements and benefits to be accrued from training.

8.2 Students will understand the relationships implied in such classification systems as job families and job clusters.

8.3 Students will be able to differentiate between and within clusters using criteria items such as satisfactions from job, nature of work, future of job, its contributions to society, possible health hazards, future living location, and other selected variables.

8.4 Students will consider the relationship of the constructive use of leisure time and personal satisfaction.

8.5 Students will develop an understanding that various occupations differ in the amount of time a person has available for leisure activities.

8.6 Students will learn about the many training routes, the time involvement, costs, locations and other potential aspects of career choices.

9.0 Career Exploration

GOAL: Students will plan and participate in a program of career exploration which will contribute to personal and career satisfaction.

SUB-GOALS:

9.1 Students will explore at least several career clusters by means of exploratory work experience, on-site visitations, hands-on activities, field trips, and guest demonstrations and explanations.

9.2 High school students will complete a continuous progress program of experiences which are organized around their selected career clusters.

9.3 Students will gain an in-depth exploration in one occupational cluster leading to entry-level skills in one occupational area. This will provide a foundation for further progress, leaving open the option to move between clusters.

9.4 Students will increase the elementary skills necessary to perform selected functions in a broad career area.

10.0 Career Preparation

GOAL: Students will acquire skills leading to entry-level employment in one or more careers, with provision for advance training and continuing education.

SUB-GOALS:

10.1 Students will be engaged in training for specific job entry skills prior to or upon termination of secondary education.

10.2 Students will develop skills, knowledge competencies, and attitudes necessary for placement in the labor market.

10.3 Students will be provided an adult's intensive and specialized prepasation in a selected occupational cluster, or in a specific occupation, in preparation for job entry and/or further education.

Selection of Site and Evaluator

Career Education projects were funded during the 1973-74 school year through Part C of Public Law 90-576, Section 131(a) in eight different California locations. The eight projects participating in the VEA funding were selected through review procedures established by a unit of the California Department of Education known as the Career Education Task Force. In the selection of the projects, the goal of the Task Force was to obtain diversity in geographical location, size, grade levels and complexity of school district organization. Experience gained through this diversity would provide for further development of career education throughout the state. The previous record of the school district, combination of school districts or county office of education in successfully carrying out previously funded state and federal programs was of particular importance in the final site selection. Six of the eight projects had been funded during the 1972-73 year under the same VEA funding. The eight sites selected for funding and their level of funding for 1973-74 were:

Camino Union Elementary School District	$ 70,000
Covina-Valley Unified School District	155,000
Los Angeles Unified School District	40,000
Richmond Unified School District	150,000
Sacramento City Unified School District	58,000
San Diego County Office of Education	58,000
Santa Barbara City Elementary and High School District	155,000
Sonoma County Office of Education	19,568

A request for proposal (RFP) was prepared and disseminated to qualified organizations for selection of a third party evaluator. Through a review process, Educational Testing Service was selected to act as the independent third party evaluator-auditors. Public Law 90-576, Part C, Section 131(b) provided the funds for this audit activity.

Functions of the Career Education Task Force

The funding did not support the Task Force functions. Procedures carried out by the group are outlined to indicate the total project effort.

Consultant services were provided as the need arose. These services included pre and inservice staff training, management assistance and curriculum development activities. The Task Force members working in teams, or individually, provided these services through individual contacts, workshop participation and written and oral communications.

Quarterly site visits with the third part evaluators were conducted by the Task Force members. These monitor and review activities at the research and development sites assisted the contact person at each site in determining if the objectives were being met and in making recommendations.

Curriculum materials developed by LEA's were collated and validated. The Task Force organized these efforts and provided the leadership for this activity which has resulted in the recent publication, Career Education: Microfiche Collection Catalog.

Coordination efforts with business, industry and labor were continued on a statewide basis. Input received from the various segments was of vital importance in the extended activities of the career education model sites.

Requests for help in establishing career education throughout the state were on-going. Task Force members were invited to make public appearances at community and service organization gatherings in addition to educators' meetings. Reports, slide/tape and film presentations and publications were also utilized to disseminate information.

As the project activities terminated, the Task Force assisted sites in close-out activities. Exit interviews were conducted in an attempt to review and determine accomplishments at each model site.

During the year 1973-74, the Career Education Task Force consisted of nine professional members and three clerical personnel.

Site Design and Procedures - Methods, Materials, Instruments and Techniques

The development of a model that could be used throughout a state as diverse as California required the selection of sites located in high to low socio-economic range, rural to urban settings and various concentrations of ethnic groups. From the experiences of such a variety of models, school districts throughout California could derive information that would be valuable to adapting their own programs.

Because statewide goals and objectives were developed, commonalities existed among the sites. However, local conditions created distinctive features within each model. The goals and objectives of each project site, with ensuing design and procedures, are detailed in the following pages.

Camino Union Elementary School District

The goals and objectives of the project at Camino were to develop a Career Information Bank to better facilitate learner awareness, orientation preparation, and placement in terms of broad-range options open to them in education, occupation, avocation and leisure pursuits.

The students were to participate in first hand work experiences, interact with resource people in classroom and on impact excursions, and engage in counseling sessions to provide them with the knowledge that working and learning environments have a place for everyone.

As a result of a counseling program, all students in grades four and eight and selected students in grades nine through fourteen identified some of their attitudes, aptitudes, occupational interests and values and related them to the working environment. The project involved nine autonomous elementary school districts in El Dorado County, one high school district and Sacramento City College, for a total of eighteen schools. Approximately 3,300 students participated out of a total student population of approximately 19,800. One hundred and thirty-two teachers and twenty-eight counselors were involved. Rescue Elementary School assigned one full-time teacher to parttime counseling as a result of project findings. The project design and procedures centered around the following six components:

1. Needs Assessment

   All participating districts assessed the student needs regarding career information to determine how to best implement the objectives. This was updated in the form of a midcourse correction in March to ascertain whether the elementary school districts were proceeding properly with the project implementation, documentation and evaluation. The responses provided an overview of the project's progress and made each district administrator fully aware of his commitments and responsibilities regarding project design.

2. Development of Career Information

   The Career Information Bank consisted of a community resource file and audio visual units developed as a result of impact excursions.

   Some districts found that there were a limited number of available resource people in their area, and each district used a different procedure for the development of a Community Resource File.

   Georgetown Unified staff and students met with various business and industry representatives to see what was available in their community. If a student was interested in an occupation and the particular person who was employed in that occupation was unable to come into the classroom, the student would take it upon himself to interview that person on a one-to-one basis, bring back the information, and report to the class. This information was added to the Career Information Bank.

At Camino, the Community Resource file was developed by an eight-man committee consisting of a balanced representation of businessmen and teachers from the community. Their assignment was to compile a comprehensive list of individuals in business and industry who might be interested in giving students the opportunity of either visiting them on a field trip or talking with them in a classroom.

A wide cross-section of occupations were selected that represented every job in which the children might be interested. These individual occupations and career fields were listed in categories.

Attempts were made to recruit at least two resource people in each category. From this comprehensive list, an initial contact was made by mail, telephone, or in person, and a date was set for screening.

The screening sessions were held at the El Dorado County Office of Education. However, if this location was inconvenient for the resource people the committee members would call on them at their homes or businesses.

Approximately one hundred sources were screened and of these ninety were selected. All pertinent information about these ninety sources including type of resource, its location, grade level of children who would participate, advance notice required, his telephone number, time person would be available, and time needed to complete the field trip or classroom visit, an outline of field trip and topic discussed, and any comments are being put on needle cards and will provide a concise, informative community resource file for all the schools in the area.

One of the prime objectives of the project, along with developing a resource file, was the production of audio-visual units as a career education aid for children unable to attend the fieldstrips.

The experience gained by these students is practically immeasurable. The children, besides learning about the occupations, learned every phase of film and tape production.

In addition to their product which provided a concise, informative and entertaining view of career fields, the making of these presentations provided a wealth of diverse experiences. Two of the boys involved at Camino started an A-V unit on the apple industry from blossom time to pruning time which they produced entirely on their own.

Veterinary medicine was a favorite subject for audio-visual units. One of the most graphic and informative audio-visual units was produced by the students at Gold Trail Union.

Sacramento City College students produced ten audio-visual units and their graphics department reproduced for distribution all the audio-visual units created by the various grade levels during the project.

The time factor was the greatest problem encountered with the audio-visual units. Although it wasn't an ideal situation, all the students were involved and everyone participated directly.

3. Inservice

Inservice objectives were met in a variety of ways in the districts. Some districts used portions of regular staff meetings to discuss career education goals and progress. At Camino, inservice meetings were held weekly with various teachers to assist them in the writing of their objectives, the implementation of strategy, and the evaluation of objectives.

In addition to the two summer workshops, curriculum development designs were articulated in monthly consortium meetings. At these meetings, participants were provided ongoing assistance in individual site design, documenting major activities, summary evaluation of objectives, and progress reports.

The two summer workshops were held at Camino Union School for five weeks each, and all site coordinators attended.

4. Impact Learning Activities (Field Trips and Resource People)

Students, using Job-O and their own career interests selected several job areas to investigate. Teachers provided each child an opportunity to interact with a resource person in his or her field on at least two occasions during the school term. Impact excursions were extensive. Camino School, for example, provided twenty-six field trips for 7th and 8th grade students to insure an enormous amount of exposure to career fields of which students had little prior knowledge and generated a great deal of discussion and feedback.

The 4th grade class at Buckeye School experienced on-the-job educational training when the children were escorted by room mothers to various places of business in the area once a week. For approximately one-half hour, they were shown, by concerned business people, the inside ropes as well as the many aspects of business life. These students also benefited from a classroom store and bank from which they learned about consumer awareness and budgeting.

The district coordinator at Placerville Union found that interest in Career Education expanded beyond the 4th and 8th grade target groups until some career activities were taking place at every grade level.

5. Work Experience

The various districts designed their own work experience programs. At Camino, for example, all students in grades 4,5,6,7 and 8 were to be given an opportunity to contribute to the school by volunteering to assume work responsibilities outside the classroom. In addition to assuming a general responsibility for some task or job, the student was expected to develop qualities of promptness, compatability, grooming, etc., and thereby acquire a more accurate understanding of the real world of work. Wherever possible, students were given jobs which correlated with their career interests.

After several staff and student meetings, jobs were identified and catalogued for presentation to the students. The presentation of the program was to be done by the homeroom teacher. During the preliminary staff meetings certain limits were placed on the period of time a student should be released from class to work. It was decided that no student would work more than forty minutes per day and no more than a total of four weeks per semester. In the event that a student elected to participate in the work experience program, a parent's permission slip was sent home for signature.

In addition to the job index, the homeroom teachers were given job application forms. These applications were sent to the placement office. The placement office consisted of five to nine students who rotated job time throughout the year to screen applications and make decisions about interviews with prospective employers. If five students applied for the same job, applications were screened, students interviewed, and placement made on a rotating schedule.

When students completed their four-week work assignments, an evaluation of their performance was given to them by the adult supervisor and a copy kept in the placement office.

Rescue developed a six-man advisory board to help the coordinator develop a program in which eighty 8th grade students were involved. A Job Placement Board consisting of four students from each class screened students for jobs.

At the Charles Brown School, Mother Lode District, the work experience program involved groups of students for four week periods. The first week was spent in training, the second and third week in working, and the final week in training a new group.

The Georgetown staff developed a work experience program involving 8th grade students working six hours a week for six weeks at the post office and an auto repair shop. This on-hand work experience was very helpful to the students and developed a tremendous positive attitude between the community and school.

At Georgetown, the student advisory board placed students in on-campus jobs. The comparisons of the teacher evaluation and student-made evaluations were very revealing as to the strengths and weaknesses of the individual student and how he performed his work.

6. Guidance

Guidance activities and emphasis varied considerably among districts. Occupational Interest Inventories (OII), Job-O, and the Self Concept and Motivation Inventory (SCAMIN) were often used to start students thinking about their career interests and options. Some teachers did inservice work with these measures. Class and individual discussion sessions were also used as guidance tools for career education. Districts which placed greater emphasis on career awareness and self awareness tended to provide more activity in the guidance area, in other districts the emphasis was elsewhere in the career education program.

El Dorado High School District found that Career Education guidance had to have more than testing information examples. Personal counseling, group information, decision making were introduced at each grade level to all high school students. Follow up came from the teachers and the classes the students were working with resulted in needs for career information centers, more counseling, and curriculum.

Covina-Valley Unified School District

The career education project was viewed as a catalytic agent or force which sought to bring together into a coordinated whole, with a common direction and purpose, career development efforts for students in grades K-12 (including educationally and mentally disadvantaged), work experience, regional occupational, continuation and adult and community college programs.

The transcending goal of the project was: "To refocus the system of education so as to enable all students at all levels of instruction to recognize the relationships and relevance of instruction to career development and to utilize these perceptions and motivations to plan for and prepare to meet the career demands of our astonishingly complex technologically-oriented society."

Long-range program objectives were:

1. To revise and refine, as necessary, the curriculum objectives and instructional strategies in all areas of instruction with intent to help all students engage in appropriate career development activities.

2. To encourage and assist teachers teaching in all curriculum areas to engage in activities designed to increase their perceptions and skills in providing career development activities for students.

3. To enable students to see increasingly those relationships and the relevance of current course work (at whatever level of instruction) to life-career applications with emphasis on planning and preparation bridges ("next-level-of preparation programs") which lead to productive and satisfying employment.

4. To develop effective career guidance, career information and other support systems to enable teachers, counselors and administrators to provide a broad spectrum of career development activities for students at appropriate points in their educational experience.

The project was designed to involve teachers and counselors in a coordinated team effort to infuse career relevant objectives into the curriculum and to include coordinated career guidance activities in both instructional and guidance programs.

Procedural Goals were:

1. To achieve the above-stated objectives through existing guidance and instructional coordination and management systems. The K-6 and 7-12 Curriculum Study Groups, school level Curriculum Councils and a districtwide Curriculum Development Advisory Board (CDAB). Mechanisms, as coordinated by the district Directors of Curriculum Planning-Elementary and Secondary, played significant roles in the procedural implementation of the career education project.

2. To make a concentrated and coordinated guidance and instructional thrust involving district people, programs, processes and resources both developmentally and cumulatively. The project was designed around six developmental phases and was made operational through the district's existing curriculum study group mechanism (Grades K-6 and 7-12) and guidance coordination mechanism, Grades K-12.

3. Initial efforts to involve adult school and community college personnel in the project were made through contacts with the Tri-Community Adult School Principal and Assistant Principal through regular district administrative channels and an orientation meeting with the Mt. San Antonio College (MSAC) Assistant Superintendent of Instruction, Director of Instruction and Deans of the Business Education, Home Economics and Industrial Education Departments. In these organizational meetings potential project personnel were identified, working relationships described, and tentative timelines for achieving project goals and objectives were set. Here, again, existing management and departmental mechanisms were utilized to process all project activities.

The Elementary Component, which was initiated in May 1973, utilized the experience of the 7-12 Instruction and Guidance Components and, in effect, used existing district curriculum study groups and curriculum development and instructional material selection procedures to achieve project objectives.

Embodied in the elementary component were four project activities designed to give direction to and facilitate the attainment of the project's overall goals and objectives. These project activities contain the essential elements progressively leading to the attainment of the objectives. Project activities and their commensurate goals and objectives follow:

Program Development, Summer 1973

1. To gain an increased awareness that career education is a cohesive principle that can be infused into the curriculum, imparting relevance and direction to all subjects and courses.

2. To design workshop and seminar activities enabling teachers and administrators to plan a career education program encompassing all elementary grades and subjects.

3. To promote professional interaction between elementary and junior high school teachers with the intent to maximize the career awareness element foundational to the K-12 developmental program.

Program Implementation, Fall 1973

1. To develop effective career information, guidance, and other support systems to enable teachers and administrators to provide a broad array of career development activities for students at appropriate points in their elementary education.

2. To encourage and assist teachers to engage in activities designed to increase their perceptions and skills in providing career development activities for students.

3. To identify a product to be developed, the purpose of the product, and the extent that the participant's task will encompass.

Teaching Strategies, Spring 1974

1. To maximize teacher involvement in planning and preparing career awareness and self-awareness activities for their students.

2. To conduct seminars and workshops on curriculum objectives and instructional strategies in all areas of K-6 instruction.

3. To enable teachers with particular skills and interests to develop media persentations for use with student groups in the promotion of career development activities, related career awareness, self-awareness and decision making.

Program Expansion, Summer 1974

Essentially the goals in this facet of the project activity were to consolidate gains, give key teachers time to assemble and assimilate materials and ideas, develop strategies for new materials, broaden the project to encompass audiences beyond the four target schools.

Goals and Objectives of the Project for Grades 7-12 were:

1. To revise and refine, as necessary, curriculum objectives and instructional strategies with intent to help intermediate, high school and adult students engage in productive career development activities.

2. To encourage and assist teachers teaching in all secondary curriculum areas to engage in activities designed to increase their perceptions and skills in providing career development activities for students.

3. To encourage and assist teachers of EMR, EH, AH and MGM students to plan and implement activities designed to increase career awareness and exploration by their students.

4. To develop effective career information, guidance and other support systems to enable teachers, counselors and administrators to provide a broad spectrum of career development activities for students at appropriate points in their educational experience.

5. To encourage and assist intermediate and high school project teachers to stress with their students the career development and preparation options available through the Work Experience, Regional Occupation and the Tri-Community Adult School programs.

6. To enable students to see increasingly those relationships and the relevance of current course work at whatever level of instruction to life-career applications with emphasis on planning and preparation bridges ("next-level-of-preparation programs") which lead to productive and satisfying employment.

7. To continue and expand working relationships with community college instructors to clarify and make visible for students "next-level-of-preparation" courses (knowledge and skill requirements) and alternative "career paths" or options at the community college.

8. To develop, refine, and use more sophisticated editions of the career development status assessment instruments with intermediate, high, continuation, and adult students.

This Adult Education project was designed:

1. To provide a career center for adult education students.

2. To develop a career education course of study.

3. To infuse career education information throughout the entire adult education program (approximately 50,000 students attending in the course of a year.)

The project involved approximately eighty adult education instructors who planned, designed, and implemented career education concepts through the use of career learning experiences incorporated into course outlines of classes in such areas as Academics, Business Education, Home Arts, Fine Arts and Crafts, Community Services, Parent Education/Pre-school and Occupational/Vocational subjects.

At the community college level, three task force groups involving three or more college instructors and the subject area coordinators of three comprehensive high schools functioned in the Business Education, Home Economics, and Allied Health/Science curriculum areas. Some work was done in the Aviation/Aeronautics field through a single instructor. These groups functioned largely around the development of "bridging media programs" which featured preperation options at the college level leading to "multi-level careers."

The guidance component (K-14) included the following goals and followed these procedures.

1. Self-Awareness Experiences (K-6)

    a. Target students will be able to recognize their varied motivations and to understand the importance of these motivations to their learning and their personalities.

    b. Target students will learn how their feelings and motivations can be used to improve their learning and friendships.

2. Career Awareness Experiences (Grades 7-8)

a. Target students will be able to identify their highest interest fields and relate them to appropriate occupational fields.

b. Target students will understand the essentials of effective decision-making and be able to formulate educational plans in which they and the counselor working with them will express a reasonable level of confidence.

4. Special Career Guidance for 10th Grade Students

a. Target students will be able to identify one or more of their high interest fields or interest clusters.

b. Target students will be able to select at least three high interest occupations for further investigation and search through activities in the Career Center and community.

5. Special Counseling for 11th and 12th Grade Students (and Parents)

Target students (and parents) will be able to overcome their indecision regarding their immediate future plans and/or to develop educational and career plans in which they will be able to express a reasonable level of confidence.

6. Job Placement Opportunities for 11th and 12th Grade Students

a. Target students in grades 11 and 12 will have increased opportunity for work experience in fields related to their training and consistent with their present level of confidence.

b. Target students will be assisted to understand appropriate procedures for job application and job interview, as well as to understand the importance of on-the-job behaviors to successful employment.

7. Expanded Opportunities for Using High School Career Centers (3)

Target students will receive orientation to the types of printed materials, audio-visual materials and human resource materials available through the career center. In addition, students will be instructed in how to use the audio-visual equipment available in the center and how to proceed on an independent-study basis in the use of the materials available in the center.

Los Angeles Unified School District

The goals and objectives of the Los Angeles project were determined by a series of fourteen research questions (Appendix B) in regard to the Counselor Aide program.

The project design was as follows:

Fourteen counselor aides were employed during the 1973-74 school year, of which eight were male and six female. Their ages ranged from twenty to thirty-eight with a mean age of twenty-six. The racial or ethnic origins of the aides were varied: six were Black, three Oriental, two Mexican American, two of Middle-Eastern origin, and one Caucasian.

One of the Mexican-American aides who left the job after a few weeks is not included in the evaluation.

The Work Setting

The training and fieldwork experience given to counselor aides in the Los Angeles City College program was based upon the expectation that they would be employed, usually in secondary schools, to assist the regular school counselors. This assumption was not valid for the aides hired for 1973-74.

Only two of the fourteen aides were hired to assist regular secondary counselors--in a single junior high school. An additional four aides were hired to assist new high school career counselors--provided for schools under special funding. Six aides, the largest group, were hired by the Pupil Services and Attendance section (PSA) to assist in the follow-up of severe pupil absence problems by telephone or home visit. These aides often worked with case loads from several different schools.

Two aides were hired for unique jobs in which each was the only aide in his work setting--one in an elementary school and one as a traveling counselor for children attending public schools but living in institutions.

All aides were placed in schools or offices serving minority group pupils or with those eligible for ESEA, Title I programs.

Inservice Education

Regular, monthly inservice education meetings were held with all aides, beginning in January, 1974. Each meeting was planned to include specific objectives and was evaluated, by the aides, to determine whether objectives had been met and how useful the meeting had been to the aides.

Meetings were also held with the counselors who supervised the aides. Three such meetings were held, one being a joint meeting with the aides. The counselor inservice concentrated on introducing counselors to the background of the program, the education and training of the aides, and the research and data collection aspects of the program. An attempt was also made to elicit problems and allow a sharing of experiences at each meeting. The counselor inservice was evaluated in the same manner as the aide inservice.

Richmond Unified School District

The project goals, objectives and procedures followed at the Richmond project are enumerated below:

1. School-Community Involvement

The goal was to develop a school-community advisory committee that would assist in the formation, implementation, evaluation and continuation of a viable career education project.

An advisory committee composed of members of the project school staff and community (parents, students, business, and industry representatives) was formed. The advisory committee assisted both school and community in keeping abreast of developments, progress, changes, trends and evaluation of the career education goals and objectives. Members of the committee met on a quarterly basis.

In addition to the above two important tasks of the advisory committee, included (1) developing career education as a school-community wide function and (2) developing in parents a greater career awareness. Twenty-five percent of the project parents volunteered their help, by participating in at least one classroom or assembly career presentation, providing transportation, supervising site visitations or being part of an advisory committee. A community career questionnaire was produced that gave information on the scope of occupational opportunities in the community, and the training and skills required.

2. Curriculum Development and Implementation

Curriculum that provided students with a wide base of career options, personal career decision making activities and experiences, and occupations that related to the subject of instruction was developed.

Project teachers and specialist developed at least thirty five Pre-K-Adult teaching units within the fifteen career cluster concept.

As a result of participation in curriculum experiences such as teaching units, site visitations, hands-on activities, resource person presentation, etc., each project student was able to demonstrate career awareness and personal decision making attributes in at least three chosen career cluster areas.

Another goal of curriculum development was to enable students to become aware of work and leisure time alternatives, personal life styles and development of their interests, abilities and aptitudes.

By the time each project student completes the twelfth grade, he/she will have taken at least one interest/aptitude test, attended an individualized counseling session, and had various classroom experiences to measure the consistency of his interest and abilities and to be able to identify these interests and abilities in conjunction with a tentative career cluster choice.

3. Study Trips

There were various goals to be attained for the study trips. The essence of these trips was to develop a wide base of career options, help students in the decision making process and develop in them an awareness of the relationship between education, work and leisure alternatives.

4. Inservice training

As a result of the three day, summer paid, inservice training workshop, orientation to career awareness, exploration and skills preparation concepts by career education consultants (parents, business representatives, employers, labor unions/organizations, project staff, industrial or business site visitation), the project staff demonstrated knowledge and a more favorable attitude toward career education goals and objectives.

Project teachers and counselors, Pre-K-Adult, constructed and validated at least thirty-five sequential career education teaching units organized in terms of project students interests, abilities, aptitudes, personal planning and decision making, work and leisure time alternatives, personal and life styles development. Each unit had a measurement and class organization component.

5. Career Guidance Centers

A career guidance center was developed, equipped and implemented at each project school site. Each center was manned by a career guidance technician and career education specialist, assisted by student and parent aides, to enable project staff and students to keep abreast of current up-to-date career information.

A tally was made of the number of students and teachers using the center and listed on the resource technician's record sheet.

6. Guidance and Placement

The career education specialist (secondary), and the career educational specialist (elementary), and other pertinent project staff provided the experiences which helped the learner in his overall career development. This meant that the career education specialist and project staff had to be knowledgeable of career education concepts, and develop goals and objectives that would aid each project student in identifying a career development pattern, and in following through on a post high school placement plan. Counseling techniques that were explored and developed sequentially included counseling orientation, appraisal and research, group and individual guidance, placement and follow-up experience and activities.

Three teams of eight (21 teachers and 3 career education specialists) developed goals and objectives from the ten goals and sub-goals of the California Model for Career Education as identified by the Career Education Task Force and the California Model for Career Guidance K-Adult.

Sacramento City Unified School District

The broad goals of the Sacramento project for 1973-74 were:

1. To determine realistic parameters for an experimental project based on the concepts and goals of career education as developed by the California Career Education Task Force and the U.S. Office of Education.

2. To develop career relevant learning activities based on the needs of pupils, staff and community.

3. To involve staff members, pupils, district support services, and the community in the planning and implementation of career relevant learning activities in the two project schools.

4. To provide an experience base at the elementary level (K-6) that would be part of a comprehensive career education continuum, grades K-12.

Using these broad goals for direction, the project team identified five goals and objectives, which were more specific in nature.

First was the identification of pertinent career clusters. The project elementary school staffs set realistic project parameters based on assessment of projected student interest and available school and community resources. Project activities were based on the results of this assessment. The career cluster concept was a base point for project development and implementation.

The second goal was staff-inservice. This inservice training was provided for the project staff, schools and participating community representatives as needed.

Third was the identification and use of community resources. The project manager and resource teacher, with the help of the total project staff, identified community resources which could provide learning experiences for children at both project elementary schools. Staffs at the project schools used community resource persons to enhance the instructional program in the areas of career and self awareness.

Fourth was the development of media resource centers at each project elementary school. Each project school established a media resource center which contained various types of learning materials related to career education. These centers were used by teachers for the development of learning activities and by students as part of the learning process. Pupil learning stations for the pertinent clusters were part of the resource centers.

Fifth was the integration of career instruction and guidance with existing programs of instruction and guidance. The staffs of the two project elementary schools, with district level support services developed plans to integrate career education concepts and goals with existing programs of instruction and guidance. Particular emphasis was placed on career awareness, self awareness and attitude and personal development. All instruction and guidance activities development followed a systematic planning format.

The goals and objectives stated were predominately process oriented, with the exception of the fifth, which was product oriented in relation to students and teachers. The project development team viewed the experimental nature of project primarily in terms of the human and physical resources necessary to bring about a basic change in learning activities. Implicit in all of these goals and objectives was the need for attitude and behavioral change in teachers and support staff personnel. The nature of career education demanded more than simply a commitment to a concept, although that commitment is paramount. Career education demanded a whole new storehouse of resources, a whole new plan of strategies. For this reason, the development team put its emphasis on process as a natural base element for change.

The project design at Sacramento was developed by a project team. This team was composed of five elementary teachers, two elementary principals, and the project manager. The composition of this project team was intended to reflect the needs of those people who would be responsible for implementing the project design in the two project schools.

During the time period beginning in mid-April, 1973 and continuing through May of that year the project team developed the five major project activities mentioned and the goals and objectives related to those activities.

Santa Barbara City Elementary and High School District

The goals and objectives of the Santa Barbara project comprised eleven major activities.

1. Curriculum Development

The career education project employed three Development/Demonstration teachers for the 1973-74 school year. One teacher was assigned to pre-K through grade 3, another to grades 4-5 and 6. At the secondary level, five hours of release time was provided and divided among project schools.

The function of the three Development/Demonstration teachers was not the development of curriculum guides. Their major role was to continue encouraging teachers to include career education by changing the focus of the existing curriculum. They provided guidelines and some assistance by demonstrating activities that teachers could adapt to their classrooms.

The Development/Demonstration teachers were housed at the elementary level in one of the Project schools. At the secondary level, Santa Barbara High School was given one hour of released time; San Marcos High School, two hours; La Cumbre Junior High School, one hour; Santa Barbara Junior High School, one hour. The secondary teachers were assigned by the school principal to coordinate the activities of the staff at their schools, to meet with departments to give suggestions and generally to assist teachers in showing the career implications of their subject matter.

At the elementary level, the two Development/Demonstration teachers worked with the teachers of the project schools to assist them in infusing career education into the curriculum. They conducted demonstrations in classrooms and for videotape. They adapted ideas from other areas to the curriculum and suggested various activities for each grade level. The Development/Demonstration teacher developed an outline for career education in the Santa Barbara School District curriculum that teachers could use to create activities for their students. Each activity had a stated goal and student outcome objective with methods of evaluation suggested.

2. Inservice Training

During the summer months of 1973, inservice training sessions were held for the newly appointed Development/Demonstration teachers. They were instructed on the effective uses of audiovisual equipment and materials. They worked with the Project Coordinator and Curriculum Consultant at levels to which they were assigned.

The Development/Demonstration teachers also worked with the Resource Media Specialist to plan materials and media for use in career education. Following this inservice, workshops were held for selected teachers from the staffs of the project schools.

Teachers from the project schools who had one year of career education experience, along with the Development/Demonstration teachers, the Project Coordinator and other resources, assisted teachers from the new project schools who had not been exposed to career education up to that point. After the school year began, the Development/ Demonstration teachers met with small groups of teachers at each grade level, or with teaching teams, to share ideas and plans to infuse career-related activities into the curriculum.

3. Classroom Extension Activities

Because of the organizational makeup of the preschools, field trips are more costly. Preschool teachers, however, are allowed to transport children in their private cars and have greater flexibility and freedom than is commonly found in the higher grades. Due to this fact, field trips played a major part in the career education experiences of the preschool children.

A more limited use of field trips was provided for the elementary and secondary students. Teachers used field trips when they could best relate the current subject matter being studied to careers by on-site visits to a work setting. Classroom speakers were encouraged to participate. Speakers conducted seminars in the Career Centers at the secondary level.

Parents were encouraged to speak to their child's class, not only as a means of increasing career awareness of the class but as a positive source of self-concept development for the child of the parent speaker. The parent involvement also resulted in parents working with the school in a positive manner for a common goal.

The portable conference phone was used to bring speakers to the class from a work site without taking time to have them actually present. Many ten or fifteen minute conversations were conducted in connection with a lesson which was underway. Career implications were strengthened by communicating with a worker via the conference phone.

4. Media and Materials Production and Use

Up to this point, very few commercially produced media and materials were available for use in career education. With the Santa Barbara concept of adapting existing curriculum with slight changes to provide for career education, it was necessary to produce many curriculum materials and teaching aids within the school district. A resource media specialist assisted teachers in developing and producing these materials.

The media specialist was housed in the central office. He worked with the Development/Demonstration teachers and other project teachers to assist them in designing and providing curriculum materials which were used in career education.

The Dos Pueblos High School Videotape Production class produced videotapes for career education as part of their training. These tapes were of various types. Most of their production was in the area of career interviews; however, they also taped demonstration lessons conducted by the Dos Pueblos teachers and other teachers. These tapes were made available as part of the inservice at small group meetings. The career tapes covered careers which teachers requested or in which students showed interest.

5. Secondary Career Exploration and Orientation

Career exploration involves, among other things, the examination of career information by students. To meet this need, Career Information Centers were developed at the project schools. These centers contained information on careers as well as facilities for self-exploration in the form of interest and aptitude testing. The centers were also used as a setting for speakers and seminars.

The Career Center at La Cumbre Junior High was developed by the Career Education Project during the 1972-73 school year and was staffed by a certificated career counselor. The counselor was assisted by a career information technician. The technician conducted many of the information dissemination activities and allowed the counselor more time to work with individual students and teachers. The counselor also expanded the exploratory activities by providing opportunities for work experience.

The Career Centers at Santa Barbara High School and San Marcos High School have been developed using VEA funds. The Career Education Project provided funds for the expansion of materials dealing with all academic classes. The facilities were available to all teachers and students.

A Career Information Van, developed at Santa Barbara City College, was made available at least two days a week at La Cuesta High School for their career exploration. Equipment was also made available to La Cuesta for the playback of the videotapes produced by Dos Pueblos High School.

6. Career Counseling

Through the use of a counseling survey, students were able to express their desire for assistance from the counselors. The counselors developed a counseling survey in the summer of 1973. This survey was administered to students of the project schools and the results aided counselors in setting priorities for career counseling activities for the school year.

The ninth grade at La Cumbre Junior High School was profiled using the profile cards developed at Santa Barbara High School. These profiles assisted the counselors and students in planning the tenth grade programs.

The tenth grades at Santa Barbara High School, La Cuesta High School and San Marcos High School were also profiled. The profile cards were made available to the counselors for use with their students. In addition, students who could profit from interest surveys were tested using the Job-O or the Kuder.

7. Placement Assistance

During the spring of 1974, students who were not planning further training or education were identified and offered placement assistance. Seminars were conducted on employment applications, interview techniques, resume development and job-hunting skills. A part-time placement technician worked during April, May and June to locate potential employers and arrange interviews for graduates who had the interests and skills for those positions.

8. Community College Career Development Activities

The Career Development Facility has now been operating one year. A counselor was assigned three-fifths of her time to coordinate the activities of the center and act as a career counselor.

At present, the facility has an adequate amount of career information. Efforts were made in constant updating of career materials and completing the collection. The major thrust of the Career Development Facility in the 1973-74 academic year was toward greater student use of the center.

9. Adult Career Guidance

Four career information centers were funded under the project for 1972-73, including both secondary school and community college sites. The use of these centers had been restricted to the day school population. They had not been accessible to the general adult population during late afternoon and evening.

It was felt that there was a need in the adult community for career information, career testing and career counseling. This need was partially met through credit and non-credit seminars at night during the 1973-74 school year.

10. Parent and Community Involvement

Parents provide an exceptional resource and should be deeply involved with the school program. Up to this point, no organization had been available specifically for career education assistance.

An organization of lay advisers made up of parents, business and community representatives, was developed and affiliated with the existing VIPS organization.

Parent assistance groups at each project school were formed to help in providing career speakers, field trip locations and exploratory work stations.

The Development/Demonstration teachers, project school principals, career technicians and project coordinators completed a Parent Community Resource Guide with specific sections for each project school and the school district in general.

Parents and community representatitves were involved in the Career Education Project as advisers and resource people.

Each project school organized a parent resource group in the fall of 1973.

By June 30, 1974, a Career Education Resource Guide was completed and reproduced for teachers.

11. Project Administration

The goals of refocusing the curriculum from preschool through the community college and restructuring many of the guidance activities requires the efforts of many teachers, counselors and administrators. These activities need a central coordination.

A coordinator of career education administered all activities of the project. He supervised staff connected with the project and worked with school principals in directing the efforts of personnel employed by career education funds.

The coordinator was responsible for the fiscal control of the project and acted as the principal investigator for the project. A project secretary performed all clerical duties for the project and maintained the account records. The project secretary also edited and produced a project newsletter at both the elementary and secondary levels.

San Diego County Office of Education

The goal of the San Diego project was to successfully infuse the State model of career education (awareness, orientation, exploration) into classrooms in two suburban, year-round schools, a neighboring junior high, the area high school and to provide career education activities and inservice for adult school and community college students and staff. The objectives included elements of staff development, curriculum development, career centers and community involvement.

The five major goals and objectives were:

1. Development of Curriculum Materials - The focus was upon teacher development of career education activities related to the course of study and to student developmental levels. It was intended that 75% of all elementary students be exposed to at least one activity.

2. Staff Development - The focus was upon an understanding of career education concepts and the acquisition of skills to translate those understandings into classroom activities.

   Staff objectives included performance contracts, attendance at extension classes, and a significant correlation between student change and level of staff participation.

3. Exploratory Experience - The goal was for student participation in a Navy training program for several trades. Because of some changes in the Navy's attitude, the program was never operational.

4. Career and Media Centers - The major emphases were upon the establishment of an adult career center, the development of locally relevant career planning materials at the community college, and the acquisition of commercially prepared media. The objectives related to the level of student participation.

5. Community Information Exchange - The goal was to improve the communication between school and community, particularly through the use of the teaching staff. The objectives included the effectiveness of community recommendations.

The San Diego project identified coordinators at each level of instruction. In addition, a project coordinator functioned through the County Office of Education. A steering committee for administration was comprised of the management personnel from each agency.

The major emphasis was on the development of an inservice and consultation model. In addition, the coordinator functioned as a resource person who facilitated the teachers' planned activities. Strong emphasis was placed upon the development of film-tape presentations. The model had a strong guidance focus and was designed to implement both the California Model for Career Education and the California Guidance Model.

Sonoma County Office of Education

The Sonoma project included four (4) high schools, three (3) junior high schools and eight (8) elementary schools in Sonoma County. In addition, the Master's Degree in Counseling program at California State College, Sonoma, was involved. Five counseling interns were hired to assist the project. During the school year 1973-74, the fifteen (15) identified initiator-resource teachers implemented at least forty-five (45) career education experiences in the curriculum of some 1,350 school children, ranging from kindergarten through grade 12.

The goal of the project was to involve teachers, counselors and administrators in inservice days and to have them work as a team to develop career education experiences at their particular developmental level (elementary, junior high or senior high).

The site design included four major activities:

1. Teacher Inservice Training

   Fifteen (15) initiator-resource teachers, formerly included in career education training, received extended training in methods of planning goals and objectives for career education experiences infused into subject matter areas taught at each grade level. Each initiator-resource teacher involved at least three fellow teachers at their school in implementing classroom career education experiences. Use of counselor interns was highlighted this year.

2. Counselor Intern Training

Five counseling interns were provided by the Cal-State Sonoma's Master's Degree program in counseling to work in the schools and help teachers implement a career education program. These counseling interns were trained to define their counseling role in the area of career education. An attempt was made to begin the change of a new counseling role in Sonoma County, that of taking the responsibility to act as leaders in the areas of career education and career guidance.

3. Administrative Leadership

The project director worked out all fiscal, inservice and support activities for the project and evaluated each project activity.

4. Student Career Awareness Activities

Each of the fifteen initiator-resource teachers provided career awareness activities for the students in the classes of their contact teachers. These activities were evaluated by a Career Education Survey and a criterion reference test based on stated objectives.

RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

The California Career Education Task Force provided the leadership in the development of career education in California. Members of the Task Force represented expertise in the following fields:

1. Early Childhood Education
2. Elementary Education
3. Junior High School Education
4. Senior High School Education
5. Guidance and Counseling
6. Community College
7. Vocational Education
8. Adult Education
9. Bilingual Education
10. Research and Evaluation

The Research and Development effort included the following components in several locations throughout the state:

1. Elementary School Component
2. Junior High School Component
3. Senior High School Component
4. Community College Component
5. Guidance and Counseling Component
6. Placement Component
7. Adult Education Component
8. Evaluation Component

Administration

The manager of the Career Education Task Force, Mr. Paul N. Peters, had primary responsibility at the state level for the supervision of the project sites. Each project operated under the direction of the LEA career education project director or coordinator. In addition, a Task Force staff member was assigned as a contact person to each site and provided assistance upon request.

Budget

The fiscal control and accounting were handled in accordance with Section 2.0 "Fiscal Control and Fund Accounting Procedures" of the California State Plan for Vocational Education.

General Program Operation Results and Accomplishments

The California Career Education Research and Development Project was designed as a state and local effort with specific objectives tailored to meet specific needs in keeping with the career education goals.

- Program content and operations were comprehensive in nature.

- Organizationally, the operations included feeder schools K-14 with intensive articulation.

- Pilot efforts were provided with concentrated resources in order that measurable outcomes could be ascertained.

- A variety of instructional and organizational innovations was used at the demonstration sites:

  1. Developed and used multi-media instructional materials.
  2. Direct student involvement.
  3. Vicarious student experiences.
  4. Individualized instruction techniques.
  5. Interdisciplinary approaches.
  6. Management by objectives.

- The following organization and modifications were initiated at demonstration sites:

  1. Differentiated staffing.
  2. New scheduling patterns.
  3. Inservice training for career education implementation.

- The Task Force provided leadership in the design, development and implementation of the components in career education in the following ways with the nature of the leadership role varying according to the needs of the individual project site:

  a. Influenced the design to assure that outcomes measurements would be expressed in common units.

  b. Monitored the programs and provided consultative services to the districts.

  c. Coordinated research efforts and engaged in interdepartmental and intradepartmental coordination as required.

  d. Established and maintained a state-level career education resource center.

  e. Instituted an information dissemination system to serve the career education project personnel and other interested individuals.

Problem Areas

1. The USOE, in granting funds for the demonstration projects, allowed insufficient time for the process of notifying LEA's of funds, proposal preparation, review and selection of LEA's to participate in the projects.

2. In order to be representative of the broad interests of the State of California, it was necessary to select a large number of LEA's. It proved difficult to supervise, coordinate and determine viable evaluation designs for those projects.

3. The USOE was late in releasing the funds for the demonstration projects. This delayed and complicated the collection of baseline data and the implementation of the demonstration efforts.

4. The USOE guidelines for the demonstration projects were not sufficiently specific with regard to anticipated project outcomes.

5. The Task Force budget was not adequate to allow all of the desired operational functions to be fully implemented. It was necessary to redirect personnel from other offices within the Department of Education.

6. The resources available to the Task Force were not adequate. to allow for the development of materials (curriculum guidelines, handbooks, etc.) for dissemination throughout the state.

7. Insufficient communication within the Department of Education made it difficult for the Task Force to obtain the information and decisions which were needed to function effectively.

8. The Career Education Task Force was not enabled to conduct inservice workshops to better inform members of the State Department of the concepts of career education and the progress of LEA's in implementing these concepts.

The following charts have been prepared to assist the reader to visualize distinctive features at separate sites and components that were common to all sites. As each component is listed, the site using that element is named by location and the activities implemented are described.

Component	Site Location	Description
Needs Assessment	Camino	This basic component was directed to the identification of specific needs for career education materials and opportunities for the placement of career education student activities within the total curriculum. The identification of such needs and opportunities was to provide direction for related activities to be conducted within other components. Such direction would ensure that the related activities would be relevant, and could be used effectively to increase desired student knowledge and other competencies in career education concepts. More specifically, the assessment was directed to the determination of needs for a Career Information Bank, for inservice education for staff, work experience for selected students, and other career education learning experiences for all students in the cooperating schools.
Student Assessment (Career Development)	Covina-Valley	An assessment of the level of student maturity with respect to career/self awareness, career exploration, decision making, career planning and preparation, and job entry skill and educational requirements was provided. This component called for the refinement of existing measuring instruments and procedures, as well as for the development of new ones. Pre-post assessment procedures were provided as a measure of the effectiveness of the component.
(Career Awareness)	Sonoma	A set of pupil performance objectives was written which provided teachers and others the kinds of evidence which could be used as indicators of the success of the cooperative project.

Component	Site Location	Description
Inservice Education	Camino	This component provided workshops and other inservice activities designed to develop staff expertise in the production and utilization of Career Education materials.
	Covina-Valley	This component was designed to provide refocusing and refining of course objectives and instructional strategies through workshops and seminars for intermediate, high school, adult and community college teachers. The component provided an extension of previous staff development activities in career education by creating an opportunity for teachers to consolidate conceptual gains, and to assimilate new ideas, materials and procedures. The summer 1973 period was utilized to maximize the possible opportunities, since summer is a time when teachers are less burdened by other obligations.
	Los Angeles City	This component provided for inservice training sessions for the professional staff involved in supervising the Counselor Aides. Three meetings were held, one being a joint meeting with the Aides. The Counselor inservice concentrated on the familiarization of the counselors with the background of the program, the education and training of the Aides, and the research and data collection aspects of the programs. This component provided six sessions of approximately four hours in length for the inservice training of the Counselor Aides. Counselor Aide assistance was designed to enhance and supplement the counseling services provided to students in project schools. The inservice sessions provided opportunities to meet specific objectives of imparting information to the Counselor Aides and obtaining feedback from them.

Component	Site Location	Description
Inservice Education (continued)	Richmond	This component provided for inservice training for teachers in innovative career education and guidance techniques and skills. Project teachers met during the summer of 1973 to gain career knowledge and to begin to develop approaches which would help them to. implement and teach career education concepts in the Pre-K through Adult levels.
	Sacramento	This component provided for the dissemination of information and for training in the concepts and goals of career education and in the comprehensive processes of research and development necessary for the successful implementation of a program. This inservice training was provided both for the project staff and for participating community representatives when appropriate.
	San Diego	This component was closely related to the development of curriculum materials, as it was felt that inservice training was necessary for the development of appropriate materials, and that the actual process of developing materials, would increase teachers' understandings of career education concepts. Staff development was also seen as essential for the successful implementation of materials by those teachers who had not participated in materials development. The model for the inservice program involved individual and small group consultations, extension classes, and district-sponsored workshops.
	Santa Barbara	This component provided for exposure for project teachers to the concepts and philosophies of career education and to specific activities which would provide a focus for effort. The inservice activities included group workshops, extension courses taught through the University of California at Santa Barbara, and individual and small group meetings on a continuous basis.

Component	Site Location	Description
Inservice Education (continued)	Sonoma	A series of four workshops designed to develop among teachers a conceptualization of the career education movement and provide experience with the development of appropriate materials and instructional strategies was provided. The workshops were staggered throughout the school year to capitalize upon the growing experience of teachers in different phases of career education activity.
Career Information Bank	Camino	This component was directed to the gathering and local production of career information materials. The provision for a comprehensive listing of community resources and audio-visual materials useful to students at grades 4, 8, and 9-12, and procedures for making the listings available to students was seen as a requirement for awareness of and orientation to occupational, avocational and educational opportunities. Of particular interest in this project is the fact that selected students at grades 4 and 8 would be responsible for production of many of the audio-visual materials.
Guidance	Camino	Guidance and counseling activities for all students in grades 4 and 8, and for selected students in grades 9-14, were provided for in this component. The activities were designed to provide an opportunity for students to identify some of their attitudes, aptitudes, career interests, and values, and to correlate these with their current academic involvement and knowledge of the working environment.
	Covina-Valley	This component was designed to provide guidance, counseling, and information systems to students, teachers, counselors and administrators at grades K-14. The intent was to provide systematic activities at the elementary, intermediate, high school, adult and community college levels which would

Component	Site Location	Description
Guidance (continued)	Covina-Valley (continued)	support and complement curriculum and instruction efforts, whereby guidance would become an integral part of the process to help students plan and prepare for productive careers. Teachers, administrators, and students were identified as being within the scope of the guidance component.
	Richmond	This component was designed to provide experiences for the student which would help him in overall career development. The career guidance strategy was to attempt to help the student understand personal characteristics such as abilities, interests, attitudes and values, and to provide experiences that would enable the student to act upon this understanding. Counseling techniques which were to be explored and developed sequentially included counseling orientation, appraisal and research, group and individual guidance, placement, and follow-up experiences and activities.
	Sacramento	This component provided for the integration of career education goals and concepts with the existing programs of instruction and guidance, in order to best meet the needs of students. Particular emphasis was placed on career and self awareness and attitude and personal development.
	Santa Barbara	This component provided for the administration of a Student Counseling Survey designed to determine the students' needs for career counseling to all students in project high schools. Priorities for career counseling activities were thereby established, and counselors were encouraged to use the information yielded by the Survey in their regular counseling activities with individual students.

Component	Site Location	Description
Curriculum Development	Covina-Valley -Elementary	This component was designed to develop and implement an elementary curriculum consonant with the career education philosophy. The design and procedures were to be modeled after the effort in grades 7-12. The development of performance contracts for product development, and implementation of career-related activities to help students meet career education program objectives.
	-Secondary	The career education program for students in grades 7-12 was extended and expanded from seven curriculum areas (previous effort) to twelve areas through this component. The pilot modeling work was done with agriculture, business education, home economics, industrial arts, English, mathematics and science. The five additional areas were art, foreign language, music, physical education, and social studies. In addition to developing the new curriculum areas, the seven original areas were also further expanded and nurtured to provide coordinated career development activities for students.
	Richmond	This component provided for the establishment of career education curricula by project staff in grades Pre-K to Adult. The curriculum was designed to provide project students with the experiences, skills, attitudes and understandings essential in making pertinent career choices and decisions. The model for curriculum development was to be constructed in a way which would provide structure, organization and direction for a more expedient way of implementing career education concepts in project schools.

Component	Site Location	Description
Curriculum Development (continued)	San Diego	The development of comprehensive and goal-related career activity packages was provided through this component. Teacher teams contracted for the development and implementation of these curricular packages. The curricular materials were directed toward helping students increase self awareness, career awareness, and career orientation.
	Santa Barbara	This component provided strategies for infusing career education concepts at each grade level in every subject area, thus integrating the career education experience into the regular curriculum rather than developing a special, separate, structured program. The component was designed to provide guidelines and assistance in the way of a demonstration of activities that teachers could adapt to their classrooms.
Study Trips	Camino	This component made available first-hand experience as a learning procedure for students. Field study trips and community resource persons were provided to all students in the 4th and 8th grades in participating elementary school districts and to selected students at the high school and community college levels.
	Richmond	First hand world-of-work experiences for students were provided by this component. Site visits were arranged so that students could watch and talk with workers on the job. Students were assigned to particular study trips according to their interests.
Counselor Interns	Sonoma	This component provided graduate counselor interns as a resource to teachers in facilitating their career education development activities throughout the year.

Component	Site Location	Description
School/ Community Involvement	Richmond	This component was designed to enlist the cooperation of community resource persons and parents in the implementation of a career education program effort in the Richmond Model Neighborhood project area. Coordinating roles were to be established for project school sites, whereby they would serve as a bridge between school and community in the career education process. An attempt was to be made to integrate the efforts of teachers, students, parents, employers, labor organizations and social agencies to provide school and community support and motivation for a career education program.
	Sacramento	Community resources which could provide learning experiences for students at both elementary schools in the chosen career clusters were identified through this component. The intent of the component was to utilize real life models and first hand experiences to enhance the instructional program in the areas of career and self awareness.
	San Diego	Cooperation and an exchange of information and effort between the school and the community were provided through this component. A Community Resource Committee was to be established to include representation from all project components. An important facet of the component was the exchange of information with parents and their involvement in the career education project.
	Santa Barbara	This component enabled the project to develop an organization of lay advisers and community resource persons and to affiliate such persons with several other components of the project. It also provided for ways in which the education process could be extended into the community, and the community could be brought into the classroom. Field trips at the pre-school level were an integral part of the curriculum. At the elementary and secondary levels

Component	Site Location	Description
School/ Community Involvement (continued)	Santa Barbara (continued)	field trips were more limited, but guest speakers in the classroom were widely used.
Career Cluster Identification	Sacramento	This component provided for the establishment of committees at each project school to assess resources and interests so that a determination could be made regarding pertinent career clusters for inclusion in the program. This required that the staff and committee members would attain an awareness and understanding of the cluster concept as developed by the United States Office of Education. An interesting facet of these committees was that both students at an intermediate level and community representatives were part of the decision making process in identifying the clusters.
Career and Media Centers	Richmond	Career guidance centers at each project site were provided through this component. The intent of the centers was to give project staff and students access to materials that would help them explore career options and opportunities. The career education information made available through the centers included written materials, audio-visual aids, films and personal contact with resource persons.
	Sacramento	The media resource centers provided for in this component were designed for use by staff for the development of learning activities and by students as a part of the learning process. The centers would provide both teachers and students with needed access to up-to-date materials related to career education and specifically to the career clusters. All project participants, including the community resource persons, were encouraged to expand on the available materials in the center.

Component	Site Location	Description
Career and Media Centers (continued)	San Diego	This component provided for the establishment of career and media centers that could provide up-to-date career information helpful to both teachers and students. The centers located on elementary sites were to be primarily media centers for self awareness and career awareness materials. The intermediate, secondary, adult, and community college centers were to provide a base for student exploration of individual career interests, as well as to provide assistance to teachers in developing career education activities in the classroom.
	Santa Barbara	This component provided for the establishment of career information centers in the secondary schools of the project. The intent of the centers was to extend and supplement the activities made available by classroom teachers and counselors. In addition to housing a wide selection of career information materials, this component offered seminars and guest speakers, assisted teachers in curriculum development, organized field trip experiences, and offered interest surveys to aid in career exploration. A Resource Media Specialist, basically a graphic artist, was provided to staff in this component. The Media Specialist assisted teachers in the development of curriculum materials in addition to other graphic work. Another part of this component was the production of videotape by high school students. The students produced guidance interviews and five career tapes which showed career clusters of interest and appropriateness in the curriculum.
Placement	Santa Barbara	Assistance to students for placement in paid employment after graduation was provided through this component. The assistance included interview training seminars, field trips and appointments for interviews for real employment.

Component	Site Location	Description
Administration	Covina-Valley	The administrative, coordinative and secretarial support necessary to implement the activities defined within the other components was provided through this component. The function of the component was to prescribe, manage, monitor, control, complete and evaluate procedures and products of the project in order to achieve career education goals and objectives.
	Santa Barbara	This component provided for the leadership, management and fiscal control necessary to all other components.
	Sonoma	This component provided for the management and fiscal control of the other components.
Adult Education	Covina-Valley	This component provided for the development and implementation of an adult program at the Tri-Community Adult School in seven curriculum areas. Emphasis was placed on staff, curriculum and guidance activities. The component was designed to bring adult education students in contact with the concepts involved in a comprehensive career education project.
	Santa Barbara	Access to career information, career testing and career counseling services to adults in basic education programs and other programs designed to serve low income and unemployed persons was provided through this component. An extension of basic services already provided by such agencies as the Catholic Social Service and the Department of Human Resources Development was made possible. A mobile career information van provided access to adults in low income census areas who were not receiving service through previously organized agencies.

Component	Site Location	Description
Community College	Santa Barbara	This component provided a variety of career education experiences to day and evening community college students. These experiences included classroom instruction, testing, and in-depth career counseling.
	Covina-Valley	This component provided for the development of curriculum and career and personal guidance procedures for students planning to attend a community college. The intent of this component was to create working relationships between high school teachers and community college instructors in order to build "curriculum bridges", "career development bridges", and personal career guidance bridges" for students planning to attend the community college.
Work Experience	Camino	This component provided an extension of the first-hand experience model of learning. The various participating districts designed their own work experience programs, in cooperation with selected staff of the schools, community, business and industry. This component provided both on- and off-campus work experience for students in grades 8, 11, 12 and adult levels, according to the interests of the students.
	San Diego	This component had been planned to provide first-hand experiences for students in order to increase exposure to the actual work world. However, the component was eliminated because of legislative restrictions and other difficulties.
Evaluation	All Sites	Internal and third party evaluation was an important component at each site.

Results, Accomplishments and Recommendations of Project Sites

Camino Union Elementary School District

Many career education activities were engaged in by students and staff during the past academic year. Field trips to a variety of occupational settings were extensive. Many of the trips were made the basis for audio-visual documentation--color slides and audiotapes of interviews--that were to be retained for presentation to other groups of students. The slides and audio commentary were put together into an effective audiovisual package. Most of the work--planning, organizing, contacting people in the field, developing the color slides, and putting together the final package -- was done by students at the elementary as well as high school and college levels.

Work experience programs within the schools also were set up and run by the students. Lists of community resources for career education were developed and organized for later use by the schools. Guidance programs involving self-assessment with respect to interests, attitudes, and goals were also implemented. All these activities were aided by teacher inservice training and assessments of local career education needs carried out within the career education project.

Student response to the program indicated a high level of student activity oriented toward self and career exploration. Students spent a significant amount of time outside the classroom observing adults in their daily work activities. Teachers reported that student enthusiasm was high, that they got more deeply involved with the career education activities than they typically did with more traditional school activities, and that the teachers themselves found the activities stimulating. Further, the cooperation and interaction fostered by the project among the various levels--elementary, high school and college--was an added benefit of the project.

The project not only produced a resource that is convenient, concise, and readily usable by all teachers in the county, but also provided a bank of audio-visual units that the County Office of Education will make available to any other school district.

The County Office of Education adopted a course of study which includes an excellent section on career education.

The Camino Project report concluded that school personnel see the need for career development objectives in the regular curriculum and career education. Implementation will continue without special funds.

The Camino Project staff highly recommends that a state-funded program be developed to provide the opportunity for any school district to plan and implement career education.

Covina-Valley Unified School District

At the elementary level, project teachers analyzed and related K-12 project and program objectives to the tasks as identified in the elementary component. The purpose was to: (a) examine adopted curricula to discover the extent to which career awareness and attitude development exist; (b) give teachers time to assemble and assimilate new materials and ideas; (c) work jointly with junior high school teachers to identify career awareness experiences and other experiences prerequisite to career orientation and exploration; and (d) refocus and restructure curriculum content to provide essential learnings which students need for acquiring positive attitudes toward work and themselves as prospective workers.

Fifty-two career learning experiences were developed, twenty-two of which have been field tested, edited, revised and produced for all teachers in the district.

Project teachers critiqued commercial materials relating to career awareness, skill awareness, self-awareness and decision making. Subsequently, many items were acquired and placed in the district's Instructional Materials Center for support of the instructional program.

The district's Professional Library was modified to accomodate a career education component. The collection includes, in addition to professional references, curriculum guides, pamphlets, courses of study, textbooks, kits and other materials.

At the secondary level, a developmental approach involved teachers in the Career Education Project through six phases (semesters and summers). During Phase I (summer, 1972), a nucleus of thirteen teachers representing the basic subject and skill areas did the following: (1) created career learning experiences (CLE's) for their own subject areas; (2) interviewed instructors at the community college level to gain information about the next level of preparation; and (3) developed the Student Career Development Status Survey test instrument.

Thirty-four teachers were involved in Phase II (fall, 1972), and fifty-eight teachers participated in Phase III (spring, 1973). These teachers continued the expansion of CLE and media development. During the summer school, 1973, fifty-one teachers were involved in Phase IV. These teachers attended an intensive orientation workshop for approximately ten days and then worked on their individual performance contract tasks. During Phase IV and V, eight adult education teachers were involved in the project. Those participating in Phases V (fall, 1973, seventy-four teachers) and VI (spring, 1974, fifty-four teachers) expanded materials in additional curriculum areas such as foreign language, music, and physical education. In Phase VI, a Job Opportunity Index was developed by adult school personnel for use in both the adult and high school career centers.

Teachers participating in Phases I through VI were a balanced representative group from each of the secondary schools and represented all curriculum areas. The career learning experiences generated by the English teachers have been extensive. Out of the 145 CLE's developed, forty-nine are in the English area, grades 7-12.

The teacher involvement at each school is broken down as follows:

Covina High School	21
Northview High School	23
South Hills High School	20
Eva D. Edwards Jr. High	16
Las Palmas Jr. High	13
Sierra Vista Jr. High	10
Traweek Jr. High	7
	110

Many teachers were involved in the project for more than one phase, bringing the total phase count to 284 (new participants and repeaters), as compared to the school count of one hundred and ten teachers.

The Project Developer administered structured interviews to forty-two project and non-project teachers in academic and skill areas at the junior and senior high school level during the spring semester of 1974. The purpose of the interviews was to determine teachers' attitudes toward the Career Education Project, the management of Covina's project, and the over-all philosophy of "Career Education" as reflected by the activities.

Project personnel became more involved in questions dealing with management of the project. All teachers interviewed were asked about the inclusion of the career education objective in their legally required job performance plan. Out of forty-two teachers interviewed, thirty-one included career objectives in his or her job performance plan. The majority of teachers interviewed felt that the philosophical foundations for career education were in accordance with their own educational beliefs, as well as instructional priorities.

Summer workshops (1972, 1973, 1974) were held to inservice teachers in career education (e.g. the concept, goals, and objectives.) These workshops provided teachers with time to develop curriculum materials, design and produce media presentations, and to develop and field test assessment instruments. Teachers in the 1972 summer workshop became the pilot group to interview teachers at the local community college about the "next level of preparation" requirement students faced in pursuing specific career goals, i.e., certificate programs, Associate of Arts and Associate of Science degrees, etc. During the 1972 and 1973 workshops, extensive curriculum development took place through the mechanism of designing, writing and field testing of media presentations, and pre-post use of test instruments. The task focus for the summer of 1974 was the development of a "Starter Kit" and a Job Performance Plan Guide designed for both project and non-project teachers. During the teacher orientation period the first week of September in both 1973 and 1974, teachers were again inserviced in the career education concept, instructional strategies, and available resource material. In September 1974, the "Starter Kit" and Job Performance Plan Guide were used for these orientation meetings. The growth in staff inservice during the fall orientation period was from approximately two schools in 1973 to seven in 1974. All 7-12 administrators were inserviced on the use of these two booklets (kit, guide) in August, 1974.

Project teachers administered the Student Career Development Status Survey (SCDSS) to eighty-eight target classes and one hundred and fifteen control classes at the seven secondary schools during the 1972-73 school year. In the pre-testing of target and control groups, two hundred and nineteen classes were tested. The post-test was administered to two hundred and three classes of students.

The first fifty items provide for assessing student status related to attitudes and opinions referenced to the three goals and thirteen objectives of the California Modell for Career Guidance. In addition to the survey, there are generic information sections of twenty-five items each for the seven curriculum target areas: Agriculture, Bachelor Arts, Business Education, Home Economics, Industrial Arts, Language Arts, Math, and Science. The information sections are referenced to:

1. Awareness - career/self
2. Exploration - clusters/careers
3. Decision-making - looking at alternatives
4. Careers - planning/preparation
5. Job Entry - skill/education

Seven teachers were designated as in-building coordinators to distribute and collect the Survey materials from the teachers at each building. Findings indicate that the raw score differs from the combined by about ten points.

The Industrial Education classes (control) had the poorest results due to teachers' unwillingness and student disinterest. The greatest gains were in the Mathematics and Language Arts areas.

Project personnel administered the SCDSS to four hundred and ten students in twelve English classes at Sierra Vista Jr. High School (fall 1973). The average class was composed of thirty-four students.

The SCDSS results are nowhere near what the teachers had anticipated. The enthusiasm for career education among both students and teachers has been very high, and a great deal of career awareness has been developed among the students.

The post-test was administered during a period of extensive testing at the school. The district post-English and math tests as well as the CTBS were given during the two week period. The Careers Survey also had to be completed so that the dates set for the use of the data processing equipment could be met. As a result the students were "turned off" with tests and surveys which required the IBM card approach. Also, the students were aware that the Careers Survey would not have a negative effect on their class grades. Many students completed the Survey very rapidly and gave it little thought or consideration.

The average pre-test score was 46.36 percent. The average post-test score was 49.64 percent, showing a 3.28 percent gain.

On the language arts test, the average pre-test score was 38.7 percent, with an average post-test score of 40.4 percent. The gain here was 1.7 percent.

There is a general disappointment among the teachers that they did not devise a different method of evaluation that would have measured the many worthwhile activities they offered the students. They do not feel that they have failed because they did not teach to the SCDSS, but rather that they have made great strides in promoting career awareness among the students at Sierra Vista.

Project teachers wrote prescriptive Career Learning Experiences (CLE's) to treat the areas of weakness identified in the Student Career Development Status Survey. CLE's consist of the following component parts:

1. Focus on next level of preparation course
2. Potential careers
3. Clusters
4. Incorporation of appropriate media presentations
5. Media resources
6. Resource people
7. Field trips
8. Evaluation instruments

The Project Developer, in cooperation with the State Consultant for Evaluation and the Third Party Evaluator, designated one adult and fourteen secondary teachers to be involved in a "tight evaluation" of selected career learning experiences (CLE's). These fifteen teachers were selected to invoke and closely monitor their students in specific career-related activities. The teachers' purpose was to determine if these career activities had an impact on their students, and to what extent this impact could be evaluated. They were looking for answers to the "Career Education -- So What?" question.

These teachers included 100% of their target students in CLE and evaluation activities. These CLE activities focused on the "next level of preparation," potential careers, and clustering. In addition, these teachers incorporated resource people and materials, field trips, and media presentations where appropriate.

Ninety-five percent of the students enrolled in classes where selected CLE's were being taught were able to identify the next level of preparation for themselves in their subject area and the potential careers to which these courses lead. Seventy-five percent of the students were also able to identify two clusters which relate to their particular course.

Three secondary English teachers were involved in editing and coordinating career education objectives for all curriculum areas to be included in the 1974-75 Course of Study. These objectives had been written originally by teachers within eleven curriculum areas. They were re-written to conform to the Course of Study format (program, course, and performance objectives).

Additionally, modifications were made by 7th and 12th grade curriculum study groups representing each curriculum area. Department coordinators and subject area teachers verified and approved these "career relevant" objectives. As a result, all curriculum areas reflect the career relatedness of all basic and elective subjects in the district's Board adopted Course of Study for Intermediate and High Schools.

Secondary administrators were involved in the intensive career education workshops held for teachers during the summers of 1972 and 1973. Administrators were involved particularly since they were asked by the Project Directors to involve their teachers in writing career education objectives into job performance plans in the September-October period. Each intermediate and high school administrator cooperated. At some schools more than half of the faculty included a career related objective in the job performance plan.

One high school assistant principal asked all teachers at his school to include one career education objective highlighting the subject area relevancy to the world of work. These objectives encompassed one or more activities such as: developing bulletin boards, exploring the career center, interviewing people on the job, and viewing career related media presentations. A bank of these objectives is in process of being formalized for future use.

Selected project teachers developed "The Time Has Come - A Design for Writing Career Education Objectives Into Your Job Performance Plan" (summer 1974) to assist teachers in writing career objectives into their 1974-75 job performance plans. At all seven secondary schools, the administrative endorsement of this approach has resulted in over fifty percent of the faculty in each school including at least one career oriented objective in his or her job performance plan as of November 1, 1974. These objectives involve exploring the next level of preparation, career opportunities within subject areas, relating subject area skills to job opportunities, and developing more career and self awareness. Over eighty percent of the evaluated teachers who included a career objective in their job performance plan rated the job performance plan guide as being the one instrument which most helped them in this task.

Project teachers and counselors produced three synchronized 35 mm. slide/sound media presentations for program planning purposes with eighth graders at the four intermediate schools. The consistent purposes for these three high school orientation presentations were the following:

1. To assist students in knowing about courses which they were required to take.

2. To learn about departmental offerings.

3. To become aware of the career implications and options within these curricular areas.

4. To be informed about the next levels of preparation (community college, work).

5. To see an overview of their future high school.

Within the four intermediate schools, nine hundred and sixty-nine students viewed these programs. Eighty-nine to ninety-four percent of these students felt that the presentation caused them to think carefully and thoughtfully about high school courses which they might take. Parental response at evening planning for high school meetings was exceptionally strong.

These three programs were developed by project teachers and counselors at each of the high schools from the informational assistance of department chairmen, other teachers, other counselors, and administrators. Each program was narrated by several students and either a teacher or counselor.

Project teachers showed five media presentations. Student and teacher evaluations were obtained from five media presentations and used extensively in secondary schools during the 1974 spring semester. Approximately 4,588 students viewed the following programs: "The Good Life" (Home Economics); "Hey! Look! Is That You?" (Science); "Kaleidoscope" (English); "Past, Present and You" (Social Science); and "Why Should I Read?" (English). Eighty-seven to ninety-six percent of these students felt that this was a helpful way to learn about careers related to these specific subject areas.

At the adult school level, all adult teachers were involved in career and curriculum development activities.

The staff developed a Career-Oriented Course of Study based on teacher-generated career learning experiences (approximately 225 pages).

The fifty item Adult Student Career Development Survey to assess career awareness was administered to seven hundred and twenty-nine students at the project sites (Business Center and Pioneer Center). At the Business Center, the median pre-test correct response score was 34.6, with a post of 35.4. The pre-test mean score was 34.2, with a 34.3 post test response. At the Pioneer Center, the pre-test median was 33.9 with a 31.89 post-test score. The pre-test mean was 33.3, and 32.0 as post. The small shift in pre-post test scores was attributed to such factors as shifting student population and the short interim between testing times.

A Survey of Teacher's Attitude Toward Career Education was administered. This survey was completed three weeks following the fall trimester, 1973. Of sixty-five surveys issued, thirty-four were completed and returned. Teachers were asked about their inservice meetings, Career Education Course of Study, the use of the student pre/post survey, and the advantages of career education in the classroom. Adult teachers responded positively (86%) to the five career education newsletter articles which were provided for background information. Eighty-eight percent of the teachers felt that career education should be included as part of future adult education programs. Sixty-five percent of the teachers were able to state advantages to including career education concepts in their classes. Over fifty percent of the teachers surveyed indicated that they had followed the Career Education Course of Study.

A Job Opportunity Index was designed, researched and produced to provide students, counselors and teachers with a reference source for answering a variety of questions concerning job opportunities. Beginning with the initial phase of a student's training -- course work -- in thirty-nine separate disciplines, the index provides a visual presentation of job opportunities available at the skills, technical and professional levels of ability. Its development was based on the premise that it would enable students to become aware of directions to consider in utilizing the knowledge they already possess and the required advanced training needed to proceed to the highest professional level.

It includes job descriptions within career clusters, educational requirements, financial expectations, next-of-level jobs, next-of-level preparation, hiring requirements, employment outlook and work trait information.

This information better equips the teacher to match course content with employment needs and is a useful tool for use by counselors and clients in implementing career guidance services.

This document provides three hundred and seven pages of informative guidance in seven broad curricular areas or divisions.

The community was surveyed to match adult students' educational programs with the real needs of employers. This study was undertaken as a master's thesis by two graduate students in order to determine what the data processing industry is seeking in prospective employees and what types of jobs former students have secured based on their training and the courses they had taken at Tri-Community. The information was obtained through the use of questionnaires.

The responses to the questionnaires revealed excellent results in placement for Tri-Community Adult Education in the areas of key-punching, key-to-tape, and other data-entry positions. The main weaknesses were in the areas of programming and systems analysis.

The staffing of the Career Counseling Center was completed in the fall of 1973. The first task set for the three counselors and one clerk was to establish and/or recommend the needs, functions, goals, goals assessment instruments, and monitoring procedures for this center.

The following guidelines were developed and followed:

1. The Career Counseling Center exists as an extension of the entire Adult School curriculum.

2. The physical arrangement of the Center produces an "involved" appearance to visitors.

3. All activities are subject to evaluation. This evaluation is based on pre/post test analysis.

4. Because three or more counselors are involved with the counseling of clients, extensive and accurate record keeping is required.

5. The counselors and clerk are completely familiar with all materials available. This fosters maximum utilization of these materials and equipment by clients.

6. For the purpose of determining client testing and investigation procedures, clients are categorized into four general areas: unemployed, retraining, exploratory, and educational.

7. A syllabus of appropriate activities is designed for each of the four categories.

8. Permanent records are used by each individual to chart his/her progress.

9. As many as three interest surveys have been administered to an individual to provide reliability in the area of interest measurement.

10. Basic intelligence tests are administered to determine appropriate investigation of careers.

11. A central indexing has been developed for the flow and consistency of resource materials.

12. Steps have been taken to lead all efforts toward job placement counseling.

13. Every effort is made to assist clients in investigating feasible plans of action before the termination of their participation in the Career Center program.

The accomplishments of the guidance component of the Covina-Valley project are significant at all levels of the district's educational program.

Self awareness guidance training was provided for students in primary grades of five schools through use of programmed materials (tapes, puppets, role playing, etc.) included in Developing Understanding of Self and Others (DUSO) guidance kits.

All seventh grade students in four intermediate schools had opportunities to become aware of the wide range of career opportunities included in each of the fifteen career clusters.

Career centers were established in four intermediate schools that provided age-appropriate materials, including sound filmstrips and occupational briefs.

A career guidance unit for all eighth grade students was installed in four intermediate schools that included training in self-awareness, career awareness and decision-making.

Career centers in three high schools were established and the purchase and identification of materials and media in twelve curriculum areas provided for easy access by students and teachers.

Career guidance units for all tenth grade students enrolled in three high schools provided students with opportunities for self awareness and career awareness training, including interest testing and the study of career fields related to interests.

Special counseling was provided for one hundred and seventy-two students in grades eleven and twelve who indicated that they had "no plans" for the future or were "undecided" or "needed much help."

Special testing and counseling was provided for four hundred and sixteen twelfth grade students who were planning to enter the community college and who indicated their need for help in selecting or verifying a college major and/or career field.

The project developed ninety-two new job stations through contacts with six hundred and forty-six business and employers within the community.

The primary conclusion reached over a thirty month period was that "relevance bridging" is a vital and essential element of any instructional and/or guidance effort. Students need to have better answers on a continuous basis to questions such as, "Why school?", "Why this course?", "What should I prepare myself to do?", "What options are open and realistic for me?", "When should I make a commitment to a course of action?".

The project demonstrated that existing programs and practices can be made to contribute more specifically to the realistic planning and preparation by youth for the roles they may be expected to accept and play in their community and nation.

With regard to guidance activities of the overall project, the following conclusions and recommendations were made:

1. Self-awareness and career awareness training can be conducted effectively by teachers, particularly when they have planned and organized the materials and have the support of school guidance personnel.

2. Co-teaching and collaboration by guidance personnel is essential to the support and assistance of teachers who conduct career guidance activities with their classes.

3. Career centers can be used effectively by teachers with class groups if materials are purchased with teachers from different departments in mind and so that filmstrips and career briefs related to occupations in the subject area can be located easily.

4. Career guidance activities should be planned for different grade levels. All students as they progress through the grades will then experience self-awareness, career awareness and decision-making training appropriate to their age and maturity.

Career guidance activities that meet successfully the developmental needs of students will become permanent and continuing components of the school's guidance program.

5. Career education and career guidance activities have many common objectives (self-awareness, career awareness, decision-making skills, and career exploration). In meeting these objectives, guidance personnel and instructional personnel should use the advantages of working as a team with common goals and procedures.

More specifically, in regard to the elementary component, the following conclusions and recommendations were derived:

1. Elementary students need a broad, general knowledge about many career possibilities so that they can relate them to their own self-images. The elementary component was a multi-faceted approach. Activities, procedures, and materials were developed which provided students the fundamentals of career education.

2. Based on fifteen months' project time, it was concluded that in the elementary component successful instructional performance must include component management and the utilization of resources. In that context, planning resources, time, and teaching to meet the needs of individual youngsters at the elementary level requires diagnostic skills, group dynamic skills, and special skills to manage motivation and evaluation. The elementary teacher who focuses on career development goals has to learn to manage new and varied resources within and without the classroom.

3. Explanation and presentation of job description, work station, and role function aid understanding and appreciation of the work people do, but the teacher in the elementary school must be extremely careful that workers are presented as people with more than just a job to perform. Studying people's feelings, histories, dreams, and life styles must be an integral part of the plan.

4. Career education is the right idea at the right time. It is a major refocusing of the education establishment upon the fundamental needs and abilities of people.

Los Angeles Unified School District

The detailed reporting of program results or findings follows the order of the research questions posed in Appendix B. In answering each question, both the source and treatment of the data is given. In those research questions which contain several different sub-questions, each is separately reported.

Ten instruments were planned and developed to gather the information necessary to answer the research questions enumerated in Appendix C. These instruments were administered and data collected at scheduled intervals during the Spring semester of 1973--after all aides had stable assignments. Whenever possible the instruments were administered or collected at inservice meetings or at the schools or offices where aides were employed. In some cases the aides assisted in collecting pupil data after inservice training in research methods.

Data collection was limited to that which could be gathered through the goodwill and voluntary effort of both aides and their counselors since project funds were available only for inservice education and research.

The small number of counselor aides assigned and the smaller number for whom data was complete makes the significance of the findings tentative. However, a small base of information was accumulated, which can guide both the training and employing institutions in their future planning for aides. This research proposed to discover the impact of counselor aides on the schools and those variables associated with success in this role.

Career Related Activities

In every work setting, counselor aides reported a greater mean percentage of their time in career related activities than did the counselors. This may be due to the emphasis on career education in the LACC Aide Program and its fieldwork experiences. It is possible that a few of the counselors had the occupational emphasis in their training since the reactivation of careers as a subject for counselor education is a very recent phenomenon.

Aide Impact on Counselor Activity

All counselors made changes in their activity patterns after the aide was assigned. Usually these were small shifts and sometimes related to seasonal demands such as mandated testing programs or pupil programming. In every work setting, aides were assigned a variety of duties with more than sixty percent of their time assigned to the main activity of counselors in that setting. In no case were they assigned only routine, clerical tasks.

When aides shared the counselor's main activity, two-thirds of the counselors decreased their time in that activity. There was no consistent pattern in the use of the counselor time freed from the main activity. The changes in counselor activity were not related to the aide's (academic or fieldwork) training.

Aide Impact on Pupils

Those counselees assigned to aides for help had higher absence rates than the school population represented by the comparison group. While this absence rate tended to decline after work with the aide, it still remained higher than that of the school population.

The counselees' perception of the aides' interest in them was very positive. Ninety-three percent reported "Satisfactory" or "Very Much" interest. The only variable measured which proved to be related to differences in aides and the number of pupils who found them "Very Much" interested, was age. Aides over thirty had fewer positive pupil responses than did the aides under thirty years of age. This finding tends to support one of the frequently mentioned rationales for using counselor aides in the schools--that the younger person appears to relate more directly to pupils.

Variables Associated with Aide Success

Aide self-reports of satisfaction were not useful discriminatory tools. All aides reported positive satisfaction with their jobs. The uncertainty about placement and future employment could have biased this report because all wanted work and were unwilling to report any unhappiness.

Counselors, on the other hand, were not reluctant to indicate lack of satisfaction with their aides or the aide program. There was a tendency for the aide and program to be evaluated the same. PSA counselors were the only ones to give a less than satisfactory rating to either aides or the program. Some of their comments were that the aides were undependable, needed fieldwork training, and wanted to do counseling rather than what needed to be done.

It may be appropriate to mention here that aides showed their dissatisfaction with the PSA assignment in indirect ways--poor attendance at work or inservice meetings, and haphazard participation in data collecting. PSA aides had an additional grievance in that they were not paid the wage scale for counselor aide but a lower education aide scale. Many factors contributed to the lack of success of counselor aides in the PSA setting. For example, hiring criteria tended to be impersonal--help was needed and the aide list was a source. Therefore, an aide's counseling training was irrelevant. Some aides with minimum training and low rank on the list were hired by PSA but this was not true of all.

Factors in common of those aides who were very successful--rated "Outstanding" by their counselors--were:

1. They worked in a setting which was similar to the one for which they had been trained.
2. They worked at a job which was closely related to the job description for which they had applied.
3. They were continuing their education.
4. They tended to have higher examination scores.

5. They were more likely to have been hired under personal criteria.

6. They were paid at the rate which was listed on the job announcement.

The response to counselor aides by counselors was definitely favorable. More than half were rated outstanding. Some counselor antagonism toward the well-trained aides was anticipated but never appeared. This was probably due to the inservice education program in which aides were urged to respect the efforts of the counselors and temper idealism with realistic understanding of the school.

The Examination Procedure for Counselor Aides

In general, a good job of selection by examination and interview was done by the Los Angeles City Schools. Those aides hired without the LACC counselor aide training were as successful as the LACC-trained aides and were more likely to have had completed more years of college.

Fieldwork experience was the one deficiency among those aides who were not trained at LACC. None had experience in school counseling settings. One had other school experience. Some of the lack of school experience was remedied through the inservice education, but this help is not likely to be available in future years.

Some aides who ranked high on the examination were not placed because of the way in which separate lists were prepared for different school district areas. The aides seemed confused by these bureaucratic details or were unaware of the problem.

Mexican-Americans appear to have unusual difficulties in reaching eligibility lists for employment. At every stage of the examination procedure they are either not selected or self-selected out. Many Mexican-Americans have graduated from the LACC aide training program and there is a great need in the schools for these aides--both as role models and culture-bridges between school and home, but they are not on the employment lists.

Recommendations to Training Institutions:

1. Since it now appears that counselor aides will be hired for settings other than the secondary school counselor office, some fieldwork experience in other school settings would be beneficial--both to involve the staff in the training program and to prevent disappointment to aides who are placed in unfamilar settings.

2. Continue and possibly expand the career education emphasis in counselor aide education. Career counseling is growing in the schools, yet few professional counselors have had career education training. No evidence is available to support contentions that aides can supplement counselors in this area.

3. Consider special coaching in employment procedures and test-taking for Mexican-Americans or other high-risk groups. Perhaps simulation exercises would be beneficial.

Recommendations to Employing School Districts

1. Some form of inservice training will continue to be necessary for counselor aides when they are placed in new and unfamilar settings. The aide program can acquire a stigma if aides are unhappy and become less enthusiastic about their work, or if they are employed by people who have no understanding of their training and background and fear them as potential job-rivals.

2. Unless there is a compelling reason to limit employment of any aide to one school area, it would be fairer to the aides to be selected from a single list. Today people are used to traveling to their work and should not be limited arbitrarily in ways they do not understand.

3. Review the examination procedures which in some way seem to eliminate Mexican-Americans. The great need for their services make extraordinary measures necessary.

Richmond Unified School District

During the course of the 1973-74 school year the Career Education Project fully accomplished many of its objectives and partially fulfilled others. Many objectives were related to basic attitudinal change and curricular reform. The accomplishments documented by evaluation are as follows:

1. A comprehensive career education program spanning all grade levels, kindergarten through senior high school was successfully piloted in schools populated by a largely disadvantaged population.

2. The Career Education Project shaped an efficient administrative structure and innovated several distinctive roles (such as career counselor, para-professional career technician) with proven potential for replication across an entire urban educational system.

3. At all grade levels, kindergarten through 6, elementary career education classes attained significantly greater achievement gains or completed the school year at higher grade placement than did regular classes.

4. Pupils at all levels were made aware of the wide range of career possibilities, skills required, and the need on their part to choose realistically and prepare now. Through their participation in the Project, pupils were found to be more capable of electing those courses which will eventually lead them to a targeted career goal.

5. A good beginning was made in integrating career education concepts with the ongoing academic curriculum.

6. In the course of the Project the attitudes of teachers toward career education became increasingly positive, despite the initial ambiguities about their role and the overall concept of career education. Teachers were able to bring a sense of reality to their subject matter.

   As the Teacher Survey indicates, by the end of the year, teachers of career education classes universally accepted the responsibility for promoting career awareness among their students and believed they should incorporate this concept into their courses. Further, all of these teachers agreed that career education can make education more relevant by relating course content to careers.

The Richmond Career Education Project was a worthwhile experiment that served as a research and developmental vehicle for a pilot program, which would have eventually been capable of fully serving the career education needs of disadvantaged children in kindergarten through grade twelve. Also, adult high school and junior college students would have been served by the program.

The evaluation determined that all major first year goals were met or exceeded. Staff, including administrators and project personnel, initially perplexed, even suspicious as to the nature, goals, and intent of career education, by the end of the year became ardent believers.

In the estimation of the evaluator, if the project was allowed to continue another two years, dramatic outcomes would have resulted. Great initial investments of innovative energy and organizing spirit had been made. Continuation of the project would have allowed refinement of the original model and the replication and expansion of a sound pilot program into additional schools.

Sacramento City Unified School District

The Career Education Project was directed at four broad goals and twenty project activity goals. The project successfully met these goals, and in addition achieved some results ancillary to those goals that had and potentially will have effect on teaching and learning in the Sacramento City Unified School District. See Appendix E.

Through staff inservice training the project school teachers gained knowledge and understanding of the cluster concept and were able to use the concept in the ongoing process of learning activities development. As a result, careers appear to be better understood by teachers as a base point for learning activities development.

As the media resource centers and the available career-relevant resources became known to other teachers and school administrators they became the focus of considerable attention. The project staff obviously accomplished their goals in providing these basic resources. As a result of this accomplishment the staff feels that the concept of the career education relevant media resource center will be expanded to other elementary schools in the district.

One of the most significant accomplishments of the project was the growth of community/school relations. The project planners viewed the concept of the community as a learning resource is essential to the success of the project. This proved to be true beyond our expectations. As an example, it was planned that each of the project school teachers would be able to take five field trips during the year, as opposed to the normal one per teacher. At the end of the school year, the project staff determined that the twenty-six project teachers had taken two hundred and sixty field trips. None had taken less than five trips and one had taken thirty-two. The median number of trips per teacher was eight. When asked to respond to the value of field trips most teachers were highly enthusiastic. In addition to field/study trips, the project teachers used on a lesser scale, community resources in the classroom. There was excellent participation by parents in this kind of activity with excellent results. Also, parents were often instrumental in arranging field/study trips.

Project staff members felt that there was significant accomplishment in infusion of career education into the ongoing program of instruction and guidance. One conditional factor was purely and simply the availability of career-relevant resources and community resources. But these resources had to be reinforced with an accepted conceptual base. As teachers worked through the processes of learning activities development, as they participated in staff development activities, as they used the available resources, they became more and more accepting of career education as a viable base for learning.

Teacher attitude and behavioral change, which was identified as a major (but unstated) goal of the project, was obviously significant and positive. And these positive attitude and behavioral changes were reflected in student learning. Significantly, teachers responded (77%) that career education usually or greatly increased pupil motivation for classwork. They also responded (63%) that pupils were usually more interested in school projects as a result of career education activities.

Frequently, project activities yielded unexpected ancillary results. For instance, presentations by the project manager, project resource teacher, and school staff personnel became relatively common. These presentations took various forms, such as presentations to school staffs, parent-teacher groups, community groups and district administrative personnel. Many project activities were described or shown by the local press and television. As a result of this somewhat unexpected exposure, the staff received many expressions of interest from interested persons in the community. This exposure has enhanced climate for continuation of the program.

One result of the project has implications for the education of children with special needs. David Lubin Elementary School serves deaf students at the elementary level. One objective was to develop learning activities that would meet the needs of all students, and provide success models that all students could relate to. This objective posed some special problems when considered in relation to students with serious physical disabilities, such as deafness. One problem is the difficulty of finding community resources appropriate for deaf students. Another problem is the scarcity of learning resources appropriate for elementary level deaf children. In spite of these constraints, the teachers of these children became highly supportive of career education, in concept and in practice. Some of these teachers stated that career education had become a major change agent in the development of new teaching strategies. Even though commercial resources were scarce, teachers were able to develop resources (such as games, audio-visual materials, and art projects) that met the needs of their students. Probably most significant was the use of the field/study trip as a learning experience. All of the teachers of deaf children used this learning activity extensively, to excellent effect. Occasionally deaf students were able to see success models in deaf individuals working in the community. Classroom learning activities covered the full range of career education goals, with particular emphasis on self awareness and career awareness. Teachers emphasized careers appropriate to the limitations of deafness (carpentry, the printing industry, certain forms of mechanics, etc.). The success of career education for deaf children was far above expectations.

Most significant, and surely a major result of the project, is that ninety-two percent of the project teachers will continue career education in their classrooms in 1974-75.

The Sacramento project submitted the following conclusions with regard to career education implementation:

1. Career education, in concept and practice, is a relevant and viable base for teaching and learning in grades K-6.

2. Career education potentially can meet the needs of all students, including those with cultural or physical disadvantages.

3. Career education should be planned and implemented as a process of infusion into the existing program of instruction. Career education need not be (in fact, should not be) a separate program of limited activities. Career education is relevant to all subjects and skills and can enhance any learning activity.

4. Career education, the infusion of career education goals into the ongoing program of instruction, will only be successful if teachers are given full opportunity to become familiar with the concept and goals in relation to their needs and the needs of their students. Commitment to career education by teachers must be personal, not institutional.

5. Career education depends on far more community/school involvement than has been characteristic of instruction in the past. This school/community involvement must take place in both environments, the school and the community, and must involve many people other than teachers in the teaching/learning process.

6. Career education will only be effective if needs for instructional resources are reexamined and some new priorities set. Career-relevant instruction will demand career-relevant resources, many of which will be very different in nature from traditional resources.

7. Teachers and students must be given more mobility. Learning, by teachers and students alike, will frequently have to take place outside of the traditional classroom environment.

8. Traditional learning environments must be made more flexible. Teachers must be prepared to vary the classroom as needed and visualize the classroom as potentially many more environments than it is in reality. With few additional resources a classroom can become an office, a courtroom, or a store. The potential for creativity in such a concept is elemental to career education. Also, traditional school libraries may become media/learning centers with greater utilization for large group, small group, and individualized instruction.

9. Human resources must be used more extensively and more efficiently to enhance the success potential of career education. Parents and paraprofessionals can add greatly to the scope of learning activities.

10. Leadership in the planning, and implementation of career-relevant activities, and in the dissemination of information related to those processes, must be effective. Teachers will need direction, specific aid, and resources to implement successfully career-relevant instruction. Specific responsibility for leadership in these areas must be planned for and made operational.

Implications

Based on the above ten conclusions there is really one one major implication that needs to be identified, with some reinforcing implications related directly to that one major implication. If career education is accepted, as a result of the activities of this project, as a relevant and viable base for education, then commitments must be made to continue and expand career education in this school district. Commitment must start at the highest level of responsibility and infused by the operational staff of the district. The student must be the focal point of this commitment.

If this major commitment is made, the reinforcing implications must be: commitment to staff inservice, commitment to reassessment of priority needs for resources, commitment to leadership, and commitment to expanded relationship with the community.

These implications are not minor in scope or sequence. They imply that career education must and will become a major new direction in the educational processes of the district.

Recommendations for the Future

The immediate future of career education in this school district is in doubt. After the VEA Part C grant runs out, the district has little hope of being able to carry on the activities that have been a part of the project.

There is little doubt that the commitment to career education is strong. Student needs have been identified, and career education meets those needs. It is incongruous that as the philosophical commitment to career education is made, there is little or no fiscal commitment. This appears to be common to many school districts. Looking to the future with a positive view, it is recommended that a planning and management system be developed that can fuse all of the elements necessary to expand career education activities, such as inservice training, assessment and acquisition of resources, and community relations. It is also recommended that a system be established for the dissemination of information and data related to career education.

If any single recommendation should be made, it would be to recommend that those outspoken advocates of career education in our state and national governments, in the U.S. Office of Education, in the California Department of Education, in professional organizations throughout the state and nation, in our school boards, and in our schools do more to maintain a responsible fiscal attitude toward career education.

San Diego County Office of Education

Essentially, the project was a success. Teachers demonstrated changes toward more positive attitudes, toward greater understanding, and toward more knowledge of career education. This was dramatically true for elementary teachers and adult education teachers. Because of previous exposure, the elementary teachers started at a higher level but continued their growth. In addition, they were better able to initiate career education strategies in their classroom. The adult teachers experienced significant internal changes but were not able to develop a more formalized career education motif in the leisure-oriented, activity classes. However, the introduction of the career center provided significant assistance to adult students and nearly eighty percent of the enrollees in "How to Find and Keep a Job" (operated with project funds) were successfully placed. See Appendix E.

The focus at the community college level was the introduction of career education to the staff through the development of videotapes which explored the strands of training that had their beginnings in secondary education and continued through until placement. In addition, decision making materials were successfully introduced into counselor-led classes.

The secondary school had its best success in the operation of a career center which initiated a lot of activities by direct student contact rather than going through the teacher intermediaries. In the classrooms, changes were sporadic. Student changes were related to the depth of teacher commitment.

The use of lead teachers in the elementary schools was very productive. However, it was impossible to use this model in high schools because the variance from class to class precluded the commonalities so evident in grades K-8.

The target population included one hundred elementary teachers, one hundred secondary teachers, sixty adult teachers, and a community college pupil personnel team. Approximately sixty percent of the elementary teachers and fifty percent of the secondary teachers were actively supportive and involved. Fifty percent of the adult teachers participated in an intensive inservice and the pupil personnel team at the community college demonstrated full involvement.

The project successfully demonstrated that there is a readiness among a significant percentage of the teaching staff to introduce career education strategies into their regular instructional program if they are given adequate consultive assistance.

In addition, it became apparent that successful infusion was dependent upon the creation of an understanding that career education was replacing inappropriate and nonrelevant portions of the curriculum and that it was not an add-on activity. Finally, the observation was that secondary teachers are more reluctant to initiate or accept change.

Career education can be successfully introduced into a school setting given the following:

1. It must be multidimensional: a combination of classroom activities, consultant services, available media, informal out-of-school experiences, career centers, etc.

2. It must have district support which includes funds for start-up and maintenance, staff time, inservice time, and policy changes to permit greater flexibility.

3. It must be viewed as an integral activity which as a teaching strategy provides a cohesiveness to the program. If it is viewed as an add-on program it is rejected or if it is viewed as competing for teacher time against other thrusts (i.e., Early Childhood, etc.) it will not prevail.

4. It must retain a guidance perspective with developmentally appropriate activities which often come under the rubric of "Career Guidance".

5. Additionally, it should be noted that the new consciousness of women's roles and of humanistically defensible work activities can both find productive outlets in career education programs.

6. Finally, the secondary school in the project, not unlike most secondary schools, was enigmatic. Collectively, teachers are less inclined to get involved in optional programs. Likewise, they resist curricular modifications that require changes in lesson plans. However, some teachers developed significant shifts in approach to the subject and to the students. This appeared to be related to an individualized consultive approach by the site coordinator rather than to a broad inservice component. Those who did become involved became "true believers".

Santa Barbara City Elementary and High School District

Results and accomplishments of the project are substantiated by the following data collected:

Pre/Post Test Results

A ten percent sample of students from each grade level, Pre-K through grade 6, in the Career Education Project schools was pretested in October 1973 and post-tested in May 1974 using locally developed instruments. The Pre-K through grade 2 were tested with a career awareness picture identification survey. Students in grades 3 through 6 were tested using the elementary form of the Occupation Information Survey. At each grade level the post-test means exceeded the pre-test means by a statistically significant difference. A "T" test that was performed on the means of each sample group indicated that the confidence level was greater than .01 for grades Pre-K through 5. At the 6th grade level the confidence level was greater than .02. A ten percent random sample of students in grades 7 through 9 at La Cumbre Junior High School were pre-tested in October 1973 and post-tested in May 1974. Using the Santa Barbara Occupational Information Survey, the post-test mean was significantly higher than the pre-test mean. A "t" test indicated that the confidence level was greater than .01.

Correlation Studies

Correlations were run on a ten percent random sample of students in grades 7 through 12 in three Project secondary schools: La Cumbre Junior High School, Santa Barbara High School and San Marcos High School. Four variables were compared:

1) Career Education and score on the Santa Barbara Occupational Inventory Survey (SBOIS) May 1974.
2) Career Education and grade-point average.
3) Career Education and attendance.
4) Career Education and citizenship average.

Positive correlations were found to exist at La Cumbre Junior High School ($N = 186$). When comparing career education involvement to the score on the SBOIS, the correlation was $r = .22$; this has a level of significance greater than .05. The correlation for career education involvement and citizenship average was $r = .22$; this has a significant level greater than .05. No significant relationship was evidence between career education involvement and grade-point average. A positive correlation of .26 was also found between career education involvement and attendance ($P < .01$).

The greatest correlation was found to exist at Santa Barbara High School. When career education involvement was compared with the score on the SBOIS, the correlation value was r= .37; the level of significance is greater than .001 (N = 151). No significant correlation was found between career education involvement and grade-point average, attendance, or citizenship average at the high school level. None of the four correlations proved significant for the sample of one hundred and forty-eight students at San Marcos High School.

Community College Counseling Satisfaction Survey

As part of the Santa Barbara City College career guidance component, a group of students were given in-depth career counseling (N= 78). All of the students had at least three counseling sessions, had taken appropriate tests for surveys, and had experience in career education through the Career Development Facility at Santa Barbara City College. A questionnaire was given to students following their career counseling. They were asked to return the questionnaires by mail. Appropriate steps were taken to ensure that the respondents remained anonymous. The questionnaire contained fourteen items with a 4.00 scale for response: 0 = strongly disagree; 1 = moderately disagree; 2 = moderately agree; and 3 = strongly agree. The responses for each question were computed and a mean drawn. Mean scores above 1.5 would indicate positive response by the group. The range for the fourteen questions was from 2.29 to 2.86 of a possible 3.0. The survey questions and the mean responses follow:

SANTA BARBARA CITY COLLEGE

CAREER DEVELOPMENT QUESTIONNAIRE[1]

	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree
	0	1	2	3
1. I now have some answers to the questions I came into the Center with.			2.56	
2. The Career Development Facility does have sufficient information about careers.			2.29	
3. I have more awareness of either short and/or long term goals (educational, vocational, etc.).			2.57	
4. I trust the information the counselor gave me:				
a. on careers			2.86	
b. on how to make decisions			2.44	
c. on what my aptitudes are good for.			2.76	
5. I understand my aptitudes and how I could use them in a career more than before I came into the Career Development Facility.			2.46	
6. I know what questions to ask myself now.			2.47	
7. I really see how my values and needs affect my career alternatives.			2.49	
8. I can more clearly see that I am unique in terms of ability, interests and personality.			2.47	
9. I know of several alternatives in the world of work which could give me satisfaction.			2.44	
10. I now know where to get the answers to my questions.			2.42	
11. I have sought some reality-testing types of experiences (talking with people in a field, observing people on the job, taking a part-time job, etc.).			2.41	

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[1] Scores corrected for direction of questions.

	Strongly Disagree 0	Moderately Disagree 1	Moderately Agree 2	Strongly Agree 3
12. I am aware of my own values and priorities and how they affect my decisions about a career.			2.42	
13. Even though I may not have made any final career decisions, I feel I am moving in the right direction.			2.44	
14. I now see that choosing a vocation is a developmental process, not just a single choice.			2.47	

Career Education Impact Data

1. Attendance

Attendance of students involved in career education was compared with students not involved in career education. In an effort to determine if career education has an effect on attendance, the following attendance comparisons were made:

Five classes at La Cumbre Junior High were selected in which teachers had infused career education activities and worked with the Career Center to involve their students in various career education experiences. The total enrollment in these classes was one hundred and twenty-eight, which is approximately ten percent of the total student body.

Members of a comparison group were selected from five classes in which teachers had not involved career education in the curriculum and had not exposed their students to career education experiences. This group was made up of one hundred and twenty six students. The comparison classes were offered at similar times of the day, were similar in basic subject and were similar as far as ability level within the classes.

The totals of unexcused and truant absences for each group were examined for the first five months of the 1973-74 school year.

The first group (career education classes) had a total of sixty-five unexcused and truants during the first five months of the year.

A statistical analysis of this data, which included a test of significant difference between the groups, yielded a "T" score of 2.37. This difference is significant at the .01 level. Thus, attempts to explain the difference as being caused by chance would be rated one in one hundred.

At the elementary level the attendance of the first and fourth grades in a Project school was compared with the attendance of first and fourth grades in a non-Project school. It should be pointed out that not all classes in the Project school were involved in career education. Two first grades at a Project school had one hundred and fifty excused absences, twenty-nine unexcused absences, which total one hundred and seventy-nine absences for the first five months of the 1973-74 year. Two first grade classes at a non-Project school, which was comparable in size, location and socio-economic makeup, had two hundred and fifty-two excused absences, forty-one unexcused absences for a total of two hundred and ninety-three absences during the first five months. Each group averaged fifty-four students. The students in the career education Project school had one hundred and fourteen fewer absences during the first five months of school.

Two fourth grade classes from the same schools were also compared. Career Education Project schools' students had one hundred and ninety-four excused absences, twenty-six unexcused absences for a total of two hundred and twenty absences for the first five months.

Two fourth grade classes from the non-Project, but otherwise comparable, school had two hundred and fifty-seven excused absences, thirty-three unexcused absences for a total of two hundred and ninety absences for the first five months. The students in the Career Education Project school had seventy fewer absences for the first five months. Both groups averaged fifty-two students.

Comparisons were made for first grade classes within the Career Education Project school. One class had high career education involvement and one with little or no involvement. The "no career education" class of first graders had one hundred and thirty-eight excused absences, seventeen unexcused absences for a total of one hundred and fifty-five. The career oriented first grade within the same school had eighty-six excused absences, six unexcused absences for a total of ninety-two during the first five months. The career education oriented class of first graders had sixty-three fewer absences in the first five months. Both classes averaged twenty-six students. Two fourth grade classes within the Career Education Project school were compared. The "no career education" class had two hundred and thirty-five excused absences, thirty-one unexcused absences for a total of two hundred and sixty-six. The career education oriented class had one hundred and ninety four excused absences, twenty-six unexcused for a total of two hundred and twenty. The career education oriented fourth grade class had forty-six fewer absences during the first five months. Both classes averaged twenty-seven students.

In the preceding four years prior to the Career Education Project, the Project school used in this study of attendance had a consistently higher absence rate than the comparison school.

2. Achievement Data

Achievement scores in math and reading were compared for students in Project schools, grades two through six. Students in career education oriented classes were compared with students not in career education oriented classes. At grade two there was no significant difference in the math achievement between the two groups. However, a significant difference was noted between reading achievement of a career education oriented class and a no career education oriented class. A career education oriented class mean, reading grade placement, was 3.32. The no career education oriented class reading mean was 2.64 (CTBS). The difference in grade equivalent achievement score in reading was 6.8 months (significant at the point .01 level). The classes were comparable as all students were randomly assigned to the class. The reading grade achievement scores are as follows:

MATH	- career education oriented	4.37	
	not career education oriented	4.2	P .10
READING	- career education oriented	3.77	
	not career education oriented	3.58	P 2.0

Combination (4-5) classes were compared and scores are as follows:

MATH	- career education oriented	4.99	not
	not career education oriented	4.75	significant
READING	- career education oriented	5.39	
	not career education oriented	4.85	P .15

Sixth grade students scored as follows:

MATH	- career education oriented	6.41	not
	not career education oriented	6.32	significant
READING	- career education oriented	6.46	
	not career education oriented	6.0	P .15

Although not conclusive, a trend toward higher achievement scores in career education oriented classes was obvious. The numbers in this study were small. All the Ns were under thirty. Significance, as determined by a "t" between group means, ran from P = .01 to P = .30. It is too early to state, based on the results of this study, that children involved in career education, through the elementary curriculum, achieve at a higher level. However, the direction observed was toward higher achievement in career education classes. The study also indicated the need for more extensive research in this area.

Staff Involvement Data

A major Project objective was to have teachers involved in career education as demonstrated by conducting career education activities or taking part in professional development in career education. A stated objective was that seventy-five percent of the elementary staff would conduct five career education activities during the year. Fifty percent on the junior high school level and thirty-three percent on the high school level. Career education involvement by the staff was defined as engaging in any of the following activities:

1. Conducted a career oriented field trip.
2. Met in a small group or individually with a Development/ Demonstration Teacher.

3. Conducted a curriculum experience in a classroom
4. Used the portable conference telephone for a career education oriented community resource speaker.
5. Had a career oriented speaker in the classroom.
6. Used career information from the Career Information Center.
7. Took part in a career education course through the UCSB Extension program.

Development/Demonstration Teacher contact records, field trip records, administrative observations and newsletter articles were used to compile the data. The records indicate that all of the Project elementary schools exceeded the seventy-five percent objective for involvement, with some teachers having an involvement score of eighty-four percent. The junior high schools also surpassed the fifty percent:

Santa Barbara Junior High School - fifty-six percent had five or more activities; fifty-four percent had ten or more activities; and thirty-five percent had twenty or more activities.

La Cumbre Junior High School - eighty-two percent had five or more activities; sixty-two percent had ten or more activities; and forty-one percent had twenty or more activities.

Detailed records of this type were not kept at the high school level. The career information technicians, however, reported that between twenty-five and thirty percent of the teachers used the Career Information Center regularly by bringing classes or sending individuals to the Center. Almost all teachers permitted students to leave their classes to attend a career seminar at the Career Information Center. As discussed in the evaluation design, the high school classes were ranked as to involvement in career education and assigned a weight from 0-4; four being the highest rating. When the students' class weights were summed, the mean score was a weight of 13.75. By dividing this figure by five classes, an average class ranking of 2.55 was obtained, which indicates wide-spread, if not in-depth, involvement in career education by the high school staffs.

Accomplishments Beyond the Stated Project Objectives

1. Demonstration and Dissemination

Although the Project successfully met almost all of its objectives and was able to demonstrate significant growth in student career awareness, based on pre- and post-testing, the most significant accomplishment and the most valuable contribution may be in the area of demonstration. The Santa Barbara Career Education Project was used as a demonstration site by fifty-nine school districts in California and other states. Representatives from these districts usually came in teams to visit the Santa Barbara site. They were given copies of innovative materials, descriptions of activities and a first-hand look at teachers and students involved in the process of career education. The response to these visits was overwhelmingly positive and usually was accompanied by requests for more people to visit and for more materials. Along with the visits to the site, Project staff made presentations at more than forty sites outside the District. These included county offices of education, regional, state and federal conferences and conventions, boards of education, inservice workshops, professional organizations and school district staffs. At almost all of these meetings, written materials about career education, in general, and the Santa Barbara Project, specifically, were distributed. These dissemination activities took time and Project funds but seemed to respond to the demand for this type of activity.

2. Focus on Career Education Newsletter

Another valuable activity, not stated in the Project objectives, was the publication of a Project newsletter, *Focus on Career Education*. This newsletter was published twice monthly and did a great deal to further career education within the Project schools. It also served to explain career education and told of Project activities to readers outside the District. The *Focus* was mailed on a regular basis to more than one hundred and fifty persons outside the Santa Barbara School District as well as distributed to every teacher in the District. More than three hundred requests, representing every state in the country, were received for complimentary copies of the *Focus*. Publication of this newsletter provided a valuable communication method and did a great deal to stimulate career education activities.

3. Curriculum Materials, Strategy Guide and Books

The Project objectives did not call for the publication of materials, guides or books related to career education. During the Project a number of games, learning centers, and curriculum materials were produced. Through the efforts of the Coordinator, Development/Demonstration teachers, the resource media specialist and teachers, a strategy guide for infusing career education concepts into the curriculum K-6 was developed and published. Five small books, designed to reinforce specific concepts and that focused on the primary or upper elementary level, were also published and are listed below:

The Day Charlie Didn't Come
The Why Not Book
Bill Wants to Be a Scientist
Energy and Careers for Tommorrow
What is a Worker?

Some of the work done on these books was with Project support and some was done on teachers' or staff's own time.

A publication called "Career Education in Santa Barbara" was produced by the community college component. It is a description of the Project's first-year activities.

A community career education resource guide was also produced. It lists approximately one hundred community resources for career education which include suggestions for field trips, speakers, etc.

An independent study course in career education was developed at La Cumbre Junior High School. Twenty-four career activity packets, with distinct measureable learning objectives, were developed. Teachers could select units from the twenty-four activity packets or students could embark on the entire program as an individual project. Most of these activities were related to the use of the Career Education Center.

Sponsorship of Conferences, Workshops and Seminars

In cooperation with the California Industry Education Association and the Vocational Education Department, the Project was co-sponsor for a conference on career education for the industrial arts teachers. A total of one hundred and eight participants from southern California attended the two-day conference held in Santa Barbara. The Project was assisted by the CIEA in a similar conference held in Los Angeles.

The Project co-sponsored the "Honest Choices" seminar held in April of 1974. This seminar was an effort to increase communication between successful women in business and minority girls. One hundred and fifty girls and fifty local business women took part.

The Project assisted the National Alliance of Businessmen in sponsoring a Career Guidance Institute in which thirty Santa Barbara counselors and teachers were involved. The participants developed a clear understanding of career guidance and better communication with the business community.

Project Support Within the District

The Career Education Project made every effort to establish career education as a distinct entity and not an extension of any other department. A great deal of time and energy was concentrated and spent on explaining and defining career education and on distinguishing career education from vocational education. This was a difficult process partially due to the extensive support provided by the vocational education programs and the director of career education. A large portion of the career education activities were accomplished using vocational education facilities and support.

The Career Information Centers at the high schools were established with Vocational Guidance funds. The videotape production capabilities were in existence and were supported by the vocational education program. Many of the secondary teachers who were most active were also teachers of vocational education subjects. Without this foundation the Career Education Project could not have been successfully completed.

Another major contribution of the vocational education programs was the fact that in each high school there existed skilled training courses. If the career education program is successful, then some students will seek training in high school. Without availability of comprehensive skill training courses, a vital component of career education would be missing.

The following conclusions are drawn from data collected in the career education project at Santa Barbara:

1. Exposure to career education activities through the curriculum expands career awareness of students.

2. Gains in career awareness can be measured by locally designed instruments.

3. There is correlation between the extent of involvement in career education and career awareness as measured by the Santa Barbara Occupational Inventory Survey (SBOIS).

4. There is evidence that correlation exists between the extent of involvement in career education and attendance at the elementary and junior high school level. This correlation does not seem to extend to the high school level which may be attributed to the fact that career education was actually infused into the high school curriculum.

5. There is evidence that correlation exists between the extent of involvement in career education and citizenship averages at the junior high school level.

6. A trend of higher achievement in reading by elementary students involved in career education was observed. This trend was not evident for achievement in math.

7. Career education inservice to small groups or to individuals seems most effective.

8. A college credit course in career education seemed to cause teachers to become involved.

9. The availability of resource teachers or development/demonstration teachers appears important for teachers to continue involvement after initial inservice.

10. The project newsletter FOCUS provided needed reinforcement to teachers who were just beginning to become involved in career education.

11. Flexibility to alter and reinstate objectives during the course of a project is necessary to meet changing needs and priorities.

12. A junior high school work-experience program is not easily started nor as effective as high school work experience.

13. It appears greater effort is necessary to get secondary teachers involved than is required to involve elementary teachers.

14. Activities involving the career information center are easier to start and maintain than career education activities in the classroom.

15. Seminars with career speakers seemed to be one of the most popular career education activities at the secondary level.

16. Commercially produced materials are not necessary to implement a career education program.

From the conclusions drawn, the Santa Barbara project made both local and general recommendations.

Local Recommendations

It is recommended that:

1. the District Administration and Board of Education adopt career education as an educational philosophy and place the infusion of career education into the system as a high priority;

2. when work plans for the Stull Bill are developed for administrators, counselors and teachers, they should include objectives for expanding the career development of students;

3. when inservice programs are planned, the career education implications of the subject matter be pointed out;

4. all state and federally funded projects, where guidelines permit, include a career education component;

5. continuous efforts be made to clarify the difference between career education and vocational education;

6. efforts be continued to secure state and federal assistance for the implementation of career education in Santa Barbara;

7. when commercial materials and tests are reviewed, that a career education focus be looked for when appropriate.

General Recommendations

It is recommended that:

1. whether locally or federally funded, a career education program within a district should receive supplemental support for no less than three years;

2. only limited funds be allocated for the purchase of commercially developed materials;

3. teachers be involved in the local development of career education materials for their own classrooms;

4. continuous efforts be made to determine the effect of career education on achievement and attendance from K through 12;

5. in order to provide flexibility and to gain acceptance from academic teachers, funding for career education not be tied to vocational education.

Sonoma County Office of Education

Final curriculum implementation formats were collected during this period. Evaluations of the formats indicate that the majority of school teams attempted to implement the principles of career education (i.e., infusion methodology; inclusion of concern for leisure time and differing life styles), to which they had been exposed during the project.

The counselor intern program showed that the utilization of interns to assist teachers facilitated career education developmental activities.

EVALUATION

Educational Testing Service was selected by a review process for the third party evaluation of career education research and development efforts. Funds for the audit came from P.L. 90-576, Part C, Section 131(b).

The State Department of Education reviewed and approved all evaluation reports in reference to the completion of assigned and agreed upon tasks of the third party evaluation. The State Department of Education did not have approval authority over the content or findings of the reports, but reviewed reports to determine whether or not contractual agreements had been fulfilled.

The planning and management of these projects was implemented through a system known as PAMES (Project Activity Management and Evaluation System). PAMES documents describe the necessary events and processes designed to achieve the goals of the projects, indicate responsibilities, and state the kind of evaluation documentation to be provided. PAMES was used somewhat uniformly across all projects.

Educational Testing Service made four site visits to each of these projects. During all site visits the third party representatives were accompanied by one or more members of the California Career Education Task Force.

The purpose of each site visit varied. The first visit was directed to reviewing, achieving clarification, and determining the appropriateness of the specified evaluation designs, instruments, and techniques for measuring the extent of accomplishment of the objectives of the different components of each project. The second visit was for the purpose of determining the degree to which the projects had obtained the required pre-treatment data as indicated by the agreed-upon evaluation design. The third site visit also stressed a monitoring (and auditing) function. A review was made of the extent to which actual production in the projects was keeping step with anticipated production. The fourth and final visit was to audit all post-treatment data available. The evaluation report prepared by the third party evaluator is included as Appendix F.

CONCLUSIONS

Because the eight project sites differed in geographical location, socio-economic level, size of population, ethnic composition and school organization pattern, a wide range of promising career education practices evolved that can be used in other communities and educational settings.

Although formal commitments to career education were made through the Project Activity Management and Evaluation System (PAMES) document, those personnel supporting the career education concept generated enthusiasm and commitment among other staff members.

The project sites implemented a variety of activities however, staff inservice training and curriculum development were activities common to all sites.

Of the 800 curriculum products resulting from career education inservice and curriculum activities at project sites, over 500 were validated for wide range use by non-project site educators.

The external evaluation, conducted by Educational Testing Service, reveals that the process objectives were carried out effectively at each site. See Appendix F.

The supplementary funds enabled each project site to solicit and acquire a long range commitment to career education by local boards and administration.

Among these eight project sites that differed in size and geographical location, the most difficulty in implementation was experienced by (1) small school districts and, (2) the secondary education level.

Continual monitoring of the project sites was provided by the Career Education Task Force, however, 110 Task Force workdays were devoted solely to assistance in program evaluation. Therefore, the collection of hard data necessitates providing assistance to the site personnel for the design of evaluation plans, management systems, and the development of methods to collect student impact data.

Monitoring the achievement of career education objectives by measurement of student impact was a weakness in evaluation due to a lack of a common career education metric.

Project site personnel and other LEA's seeking career education materials utilized the Career Education Resource Center more than anticipated.

Career education curriculum units that were developed, revised and field tested at project sites were made available because of the increasing demand for current materials.

With the increasing demand from LEAs to be exposed to the information and skills needed to implement career education, it may be concluded that a new delivery system must be developed to complement the trained career education manpower currently available at the state and local levels.

Changes in some roles and functions of school personnel occurred as career education components were developed and implemented.

Widespread career education planning necessitated the design and field testing of effective methods, materials and media for LEA inservice training and curriculum development by the state level career education personnel.

Career education personnel at the research and development project sites conclude that effective career education infusion into the school curriculum results in:

- Increased student motivation and teacher enthusiasm.
- The replacement of inappropriate and non-relevant portions of the curriculum rather than adding-on more to the curriculum.
- More opportunities for the students to see the relationship of school to their present and future life roles.
- The involvement of learners, parents, school personnel and community in the decision-making process for school policies, procedures and activities.
- Students, parents, and community members serving as resource persons in the instructional process.
- School and community cooperation that has the potential to expand the variety and increase the number of learning environments for all students.
- The provision of experiences, appropriate to each grade level, that increasingly expand opportunities for students to develop personal values, responsibility and decision-making skills.
- Changes in the instructional, guidance, administrative processes, utilization of community resources and community involvement in the educational process and to some extent the revision of roles and functions of school personnel.

IMPLICATIONS

Promising career education practices and curriculum units developed at project sites will be utilized by other LEAs as career education is implemented.

Commitment to the career education concept is a necessary concommitant to its implementation.

School or districts developing a career education implementation plan will need to allow additional time and resources for staff and curriculum development activities.

Small school districts and secondary schools may need additional assistance for career education implementation.

To properly carry out the evaluation plan, the responsible individuals must develop skills in sampling techniques, design of appropriate instruments and rigor in the collection, analysis and reporting of data.

The demand for career education services information and materials can be expected to increase as career education implementation progresses statewide.

The state level career education delivery system needs to change focus on staff utilization and services with the increasing demand for services.

Changes in roles and functions of school personnel will need to be reorganized and planned.

If career education is infused into the curriculum and existing school organizations, the following sampling of tasks illustrates changed roles and functions projected in the administrative, guidance and instructional areas:

Administrative

- Promote resource management (divert resources, reorder priorities).
- Promote the development of flexible scheduling and mini-courses.
- Initiate systematic staff development.
- Encourage teacher internships for staff development activities.
- Facilitate teacher team building to develop interdisciplinary approaches.
- Provide teacher release time to develop curriculum, course activities and materials.
- Develop a master plan for teacher inservice training and activities.
- Hold regularly scheduled staff meetings with planned activities.

- Promote the development of open entry/exit courses.

- Initiate a pluralistic organization through participative management, student involvement, and cooperative planning.

- Initiate product evaluation/accountability.

- Foster a systemized public information process.

- Promote an overall program of student follow-up.

- Seek federal, state and local financial support.

- Promote affirmative action in all course content.

- Utilize facilities planning development to promote a more open system.

- Obtain management information through needs assessments and analysis.

- Promote community resource utilization.

  Provide transportation for community resource utilization.

  Ensure business-industry-labor involvement through cooperative activities, advisory and planning committees and utilization of resources.

  Ensure parent and community involvement through cooperative activities, utilization of parents and community people as resource persons.

- Initiate grading reform through criteria referenced testing, individualizing instruction and other methods.

- Increase articulation between elementary, intermediate, secondary and post-secondary levels with regard to career development programs.

- Increase area planning through cooperative efforts with contiguous districts (mutual needs information, program supplements, placement activities).

- Aid and support reform of graduation requirements.

- Assume leadership in curricular reform.

  Promote a master plan for curriculum development.

  Initiate cooperative curriculum development.

  Obtain program variety and options by focusing on career clusters.

  Promote student career organizations.

  Promote equal emphasis between general, vocational and academic curriculum.

Promote small monetary and release time awards for innovative projects.

Provide for student self-concept development in all classes.

Focus curriculum on levels of career education (awareness, orientation, exploration, preparation).

Promote student co-curricular activities.

Guidance

- Collect current, quantitative, area-wide job data information.
- Develop career guidance centers.
- Assess student interests through surveys, observations, etc.
- Promote and develop a counseling role for teachers.
- Encourage and develop classroom activities for counselors.
- Promote group counseling procedures.
- Make a commitment to student placement.

Instructional

- Develop a community-based classroom.
- Assume a teacher-counseling role.
- Initiate "non-vocational" student work exploration, work experience, cooperative work experience, internships and experience-based education.
- Develop student incentives.
- Initiate team teaching between vocational and academic links.
- Strengthen the educational technology base.
- Develop and utilize the library as a resource center.
- Initiate role-playing and simulation activities for students.
- Effectively utilize community resource persons, parents and community learning environments.

RECOMMENDATIONS

As a result of the work accomplished by the Career Education Task Force and project sites, it is recommended that:

- The promising practices and curriculum units developed for pre-school through adult education levels by the research sites be disseminated statewide.
- Funds should be made available to continue research and development efforts at these and additional sites with data collection and dissemination activities specified and required.
- Efforts to implement career education statewide continue and fiscal support provided by state and federal sources.
- Attempts continue at state and national levels to clearly define career education as a broad educational concept, and guidelines developed to implement career education at all levels of education.
- Appropriate evaluation instruments be developed, tested and refined.
- A state curriculum framework for career education be developed that includes a conceptual model for career education.
- Efforts be made to orient all State Department personnel to the concept and implications of career education.
- The development and refinement of implementation handbooks and publication continue.
- Curriculum content, instructional and learning activities, and school organization planning be refined to include the cluster concept, career ladders, options for open entry/open exit, internships and realistic experiences for all youth.
- LEA personnel involved in career education implementation have technical assistance in developing evaluation skills, such as: sampling techniques, design of appropriate instruments, analysis and reporting of impact data.
- Funding and personnel be allocated to collect, compile and disseminate career education curriculum materials.
- Assistance be given those persons who write proposals for career education funding.

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A. Consortium Implementation Design for 1974-75 - Camino Union Elementary School District

B. Research Questions Detailing Program Results and Findings - Los Angeles Unified School District

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APPENDIX A

Camino Union Elementary School District

Consortium Implementation Design for 1974-75

IMPLEMENTATION DESIGN

All aspects of the 1974-75 Career Education project will be implemented as on-going activities during the 1974-75 school year. Teachers at all levels (K-8) will have the opportunity to:

1. Use career information provided by the A.V. units (approximately 25 units). These units will be placed in the Media Center and on media carts for immediate availability.

2. Resource people (approximately 90 single agencies) are available in a community resource file.

3. Impact excursion and learning activities are an extension of the regular curriculum and course of study which are well-perceived and planned to meet the learner needs and based upon his interests. The prime objective is to develop a greater career and education awareness and to improve the relevancy of the educational program.

   Each student may participate in a half dozen such experiences with a limit placed only on distance. One trip per student per year is allowed within a 50-130 mile radius. If two classes share a bus then two trips are allowed. Short trips less than 50 miles are unlimited!

4. Work Experience - provide students in grades 4-8 to experience success in actual work assignments. The reality of these experiences are the student must first, desire to work; second, apply for the job; third, manage their busy schedule to allow time to work and finally go through an evaluation of their performance.

   This year attempts are being made to
   a. make the application informal
   b. develop an incentive for the learner (a system of pay)
   c. provide opportunities for each student to work in an area of their interest (within the array of campus jobs)

5. Career Guidance is continuing with greater emphasis on the classroom teacher as the prime facilitator. Interest survey, need assessments and achievement data and criterion reference data is shared with the learner. The mobile learner center is being used to compactly house the needed career information. Also, the mobility provides for ready availability of information to several classes of various grade levels.

Media Units - produced by the students are part of the media being collected about career development objectives. This media continually adds to the collection of professionally produced units.

Inservice

Teachers are provided time to develop expertise in developing plans, innovations and implementation strategies that pertain to the major activities involving the use of (1) A.V. units; (2) community resources; (3) impact excursions; (4) work experience; (5) career guidance and other needed career development tasks.

The most noticeable outcomes of the inservice are:

(1) The local teachers are developing specific objectives to provide career awareness activities
(2) Stull evaluations indicate that the teachers are rated higher in the district goal related to career development than any other goal.
(3) Approximately 25 elementary teachers and 35 high school teachers are implementing career development objectives as part of their regular instruction.
(4) Career education activities and objectives being implemented by various teachers are adding to a data bank of comprehensive specific career development objectives for all developmental levels in grades K-8.

Buckeye Union School District
Richard Starkey
Telephone Interview - 9/23/74

Career education plans for 1974-75 include the Class Store and Bank which were so successful last year.

The community work experience program which involves sending students into the business world for half-hour periods to observe and discuss operations there will continue. Parents of half of the students in the class have volunteered to escort students to the work experience sites. Employers are very enthusiastic about the program again this year.

Field trips will be included in the program, at least three are planned and hopefully more will be possible.

Speakers will be coming into the classroom.

Teacher interest in career education in the school is increasing. One of the third grade teachers is continuing special efforts in that area.

Career education has been an area of interest for this teacher for several years but he was not able to pursue it in depth until the consortium project. It will definitely be part of the school program for the foreseeable future, and he has hopes it will expand considerably.

Mother Lode Union School District
Herbert Green School
Hal Young
Telephone Interview - 9/23/74

Implementation design has been made and is currently being considered by the principal.

Four phases are involved. Audio-visual units will be constructed as a result of field trips made. Career awareness will be emphasized in the 1974-75 program with 7th and 8th graders. Students will participate in work experience to earn credits. A student Board will be selected to assist in placement and evaluation. Workers will earn credits which they can cash in at the end of the year.

The career education program for 1974-75 is seen as a direct result of the consortium experience and would not have been possible without it.

Gold Oak Union School District
Don Edmundson
Telephone Interview - 9/18/74

Work experience in 1974-75 will be expanded. Two hundred possible student jobs on campus have been identified to date and the student Placement Board has been selected and is ready to begin.

As in 1973-74 students will be divided into core groups based on their career interests. Each core group will explore different career areas. Dependent upon the availability of transportation, field trips will be a part of the program also. Each core group will produce one audio-visual unit during the year. Two activity periods (40 minutes) per week have been set aside for speakers and work on career education units.

Parent interest has been a big factor in the continuance of the career education program. They have really pushed for it.

Career education is definitely a permanent part of the school program and the Consortium project was the impetus for this.

Pollock Pines Union School District
Bill McCowan
Telephone Interview - 9/20/74

Career education will be implemented in 1974-75 on a limited basis. The 8th grade students will be involved in attempts to increase career awareness that will involve speakers in the classroom. The school counselor will be responsible for development of a program in counseling for career awareness. Career education concepts will be part of the social studies and English curriculum.

Work experience on campus will also be part of the program.

This is seen as a very conservative community. Parents are likely to frown on extensive field trips, etc. The emphasis here will be on integration with existing curriculum, i.e., career education concepts will be incorporated.

The career education program is a direct result of the consortium efforts and would not have been possible without the support given by the project last year.

Georgetown Union School District
Charles Combs
Telephone Interview - 9/20/74

1974-1975 career education efforts will include all of the audio-visual unit programs from the 1973-74 project. The work experience program will expand to placements in the community and be revised so that school staff only will be involved in the placement of students.

Field trips and speakers will also be part of the program this year. An unusual opportunity for career education is the building of a new classroom unit on campus. Students from many levels will have the opportunity to talk with people involved in many of the building occupations, both within the classroom and on the site.

The career education program is not seen as a permanent part of the school program. All 7th and 8th grade students will be involved in at least one career education unit before the end of the first quarter. The career education program fits nicely into a new effort at the school called Application of Learning Concepts in which students are encouraged to apply concepts learned in school in real life as soon as possible.

As a general comment on the project as a whole, the leadership of Camino was praised. Special mention was made of the opportunities provided to tailor career education to the needs of the students in this district.

The enthusiastic support received from parents for career education has been a big factor in establishing and continuing the program in this school district.

Rescue Union School District
Paul La Mere
Telephone Interview - 9/23/74

The 1974-75 career education program at Rescue will have a heavy career awareness emphasis - students will work on values clarification and awareness of choices open to them. Instruments used in the program last year will be repeated to help students understand themselves and their relationship to the world of work.

Field trips are planned. Audio-visual units are a possibility with the 8th grade students, plans are being worked out now.

Career education has become part of the school program. It has received a great deal of parent support. Gratitude towards Mr. W. Thomas for his support was expressed also.

Gold Trail Union School District
Cliff Cole
Telephone Interview - 9/18/74

Career education in this district started slowly but is now a permanent part of school curriculum. Efforts this year will include grades 6, 7 and 8. Work experience will begin in October and will include experiences in the community as well as on-campus job assignments.

Some teachers in the district were "turned off" by the reports required last year. Getting others "fired up" without the support of the Consortium workshops is more difficult, but progress is being made.

Details of implementation available, plan is on file in Camino.

"The roots are here, but like asparagus, it takes about five years before you get a good crop".

Mother Lode Union School District
Charles Brown School
Dean Crechriou, Coordinator

Proposed Implementation Design for 1974-75

1. Teacher Inservice

    A. Pre-school meetings - Teacher observe the products completed by the Mother Lode 4th and 8th grades during the 1973-74 school year.

    B. Discuss the possibility of a school-wide work-experience program at the Charles Brown site.

    C. Progress report bring the teachers up to date on Career Education project and the district involvement past and present.

2. Students (last year's 4th grade participants)

    A. A.V. units (use)

        1. The 73-74 participants will view their own unit on general aviation, making suggestions for improvement of this unit and a list of techniques for future A.V. units.

        2. The 73-74 participants will choose one occupational area and produce an audio-visual unit for the Herbert Green Media Center.

3. 74-75 Fourth Grade - Dean Crechriou, Teacher

    A. Work Experience Program - placement within room

        1. Cross-age tutoring

    B. Interest survey to choose occupation for A.V. unit development.

    C. Development of economic awareness through several projects for field trips or special events.

4. Media Center - Herbert Green School

    All units developed by the project will be available to the students grades 5 - 8, and by teacher request for grades K - 4.

A very small population sample(total = 37) was drawn by selecting the Camino 4th grade. We wanted to see if equal information emphasis through A.V. treatment would help all children, but especially the less able reader. Using the "Occupational Cognizance Test" we established a mean raw score for girls and then for the boys. This was done shortly after our treatment was begun. Taking the '74 fall Durrell-Sullivan Reading Test a vocabulary score was secured. We found:

27% of boys were at or above grade level while at or above the Occ Cog mean score

35% of girls were at or above grade level while at or above the Occ Cog mean score

That 33% boys were below grade level yet at or above Occ Cog mean score

That 7% girls were below grade level yet at or above Occ Cog mean score

We therefore might infer that less able male readers experiences an unusual learning opportunity. Through multi-informational channels word attack skills were better focused on material holding student interest, via occupational information.

GUIDANCE IMPLEMENTATION PLAN
2 - 3 YEAR SPAN

Much the same way academic achievement and attendance patterns have been traditionally applied, we plan to use student interest and attitude information. With this data, we are better prepared to reflect a realistic growth pattern regarding the students' maturity. This is very crucial in firming decision making.

Placerville Union School District
Frank Tollette
Telephone Interview - 9/19/74

Implementation plan has been filed with Camino office.

The 1974-75 program will be open to all grade levels. Field trips and speakers are planned. Audio-visual units will be constructed but they will not be as elaborate as last year's.

Work experience will be an important part of the program this year. The woodshop class will be involved in campus improvement projects.

Positive reactions are coming from both parents and other teachers to career education program. It will be part of the school curriculum and this is an effect of the consortium project last year.

Placerville Union School District
Proposed Implemenation Design
Career Education - 1974-75

In the Fall of 1973, the Placerville Union School District adopted a Career Education Project with three major goals:

1. To make students aware of a wide spectrum of career possibilities.
2. To make the learning experience more relevant to the student.
3. To increase the student's self awareness.

The purpose of this implementation design is to continue with that project as adopted by the district.

1.0 Needs Assessment

The Placerville Union School District will continue to provide time for selected personnel to continue to assess the career education needs of the district as outlined in the project.

2.0 Inservice

2.1 The Placerville Union School District will continue to provide time for inservice work sessions for involvement of personnel in career education as outlined in the project.

2.2 One or more district representatives will attend Camino Cooperative Career Education Project workshops to develop career education implementation designs and to insure continued coordination and articulation with other districts.

3.0 Implementation
Goal: Students will understand that personal characteristics and school experiences will influence their success in a career.

3.1 Using the results of student interest surveys and aptitude tests and given the opportunity to research career interests, selected students from grades 4 and 8 will know their individual interests, aptitudes, abilities, values, and attitudes and be able to relate them to tentative career choices.

3.2 Given the opportunity to research career interests, selected students from grades 4 and 8 will be able to relate their school experience to career possibilities and the actual world of work by:

1. Identifying qualifications needs for career choices.
2. Matching school experiences and record with qualifications needed in career choice.

3.3 Selected students from grades 4 and 8 will become aware of a wide spectrum of career possibilities through:

1. Having the opportunity to communicate with at least one resource person within a career area of their choice during the school year.
2. Having the opportunity to go on at least one field study trip to further explore career interest areas during the school year.
3. Using instructional kits, library material, audio-visual material, and any other sources of information to explore individual career interests.
4. Having the opportunity to be involved in a school work experience program.
5. Having access to Career Information Bank.

4.0 Career Information Bank
Goal: Students and staff will design and produce a bank of career information data which shall be available to all students in the district.

4.1 Audio-visual career information which has been produced through the Camino Cooperative Career Education Project will be added to the Career Information Bank.

4.2 Selected staff and students will continue to produce audio-visual career information which will be added to the data bank.

4.3 Staff and students will have the opportunity to make use of material in the Career Information Bank.

4.4 Selected staff and students will develop a list of community career resources to be made a part of the data bank.

Placerville Union School District
Career Education
Projected Implementation Schedule - 1974-75

1974 - August: Camino Project Summer Workshop

1. Complete A.V. units, submit for reproduction
2. Evaluation of 1973-74 Career Education Project
3. Develop implementation design for 1974-75.

September:

1. Sumbit 1974-75 implementation proposal to district for approval
2. Staff survey of 1973-74 career education activity
3. Begin student work experience program.

October, November, December:

1. Planning and compiling materials needed for student career education involvement and field trips
2. District testing, results to be related to student career interests and aptitudes
3. Establish Career Information Bank.

1975 - January through May:

1. Student investigation of individual career interests
2. Student involvement in gathering career information through resource speakers and field trips
3. Counselors from high school visit
4. Evaluation of 1974-75 project.

APPENDIX B

Los Angeles Unified School District

Research Questions Detailing Program Results and Findings

1. To what extent are Counselors engaging in career-related activities?

This question was based on the assumption that the Counselors who would be supervising Aides would be regular secondary school Counselors. Since the assumption was invalid, it was necessary to group Counselors by job title in order to examine the data. Table I reports the mean percentage of total Counselor time devoted to career-related activities. The data was obtained from Instrument #7 which was collected during an inservice meeting of Counselors in February, 1974.

TABLE I

COUNSELOR (AIDE SUPERVISOR) CAREER-RELATED ACTIVITY

Title of person supervising the Counselor Aide	N=	Mean percentage of Counseling time in Career-related Activities
High School Career Counselor	4	44.38
PSA Counselor	5*	0.0
Junior High School Counselor	1*	12.50
ESEA, Title I, Supervisor Neglected & Delinquent Prog.	1	6.70
Elementary Principal	1	0.0

*NOTE: Only twelve counselors are reported since one counselor supervised the two Aides placed in a junior high school and one Aide, assigned to PSA, left the job.

Those Counselors titled "Career Counselor" spent the greatest amount of their counseling time in Career/College advisement, with a range of 27.5% to 60%. The junior high and ESEA Counselors spent a smaller percentage of their time in career activities and the

PSA Counselors and elementary principal spent none of their time in career activities.

2. To what extent are Counselor Aides engaging in career-related activities?

The data used to answer this question was collected from Instrument #2 and completed by Aides during their February or March inservice meeting. The latter data was used for those Aides who changed their job assignments between the February and March meetings.

Table 2 divides the 13 Aides into three work settings for clearer analysis. It seemed appropriate to group those who worked individually with pupils below the high school level. This group (C) includes two Aides in a junior high school, one in an elementary school, and one with a mixed group of counselees from both elementary and junior high school in an ESEA, Title I Program for neglected and delinquent children.

The Career and Academic categories of Instrument #2 were merged to answer this question at the request of Aides who noted that these two categories were impossible to separate. This makes the merged category equivalent to that of Career and College reported for the Counselors.

TABLE 2

COUNSELOR AIDE CAREER-RELATED ACTIVITY

Work Setting	N=	Mean percentage of counseling time in career-related activities	Range
A. Career Advisor H.S.	4	70.9	25 to 100%
B. PSA	5	10.7	0 to 30%
C. Elementary & J.H.S.	4	34.5	17 to 57%

As would be expected, the high school Career Counselor Aides, as a group, spent the greatest percentage of their counseling time in career-related activities, followed by the Elementary/Junior High Aides. The range within each group was wide, however, with individuals in group C reporting greater career-related activity than one individual in group A.

In each of the three work settings, the mean percentage of Aide time spent in career-related activities was greater than that spent by their supervising counselors. Even though none of the PSA counselors saw career activities as their responsibility, three of the five PSA Aides reported that they spent time in this activity.

3. What differences exist between different work settings in the tasks assigned to Counselor Aides?

Instrument #2 completed by Aides at their February or March inservice meeting was the source of data for the question. Aides reported their activities in hours per week which was transformed to percentage of time for comparability since the number of hours per week varied from 20 to 40 for the different Aides. The same work setting categories were used in Table 3 as in Table 2.

TABLE 3

COUNSELOR AIDE TIME DISTRIBUTION BY ACTIVITY

Work Setting	Mean Percentage of Time Spent in Activity						
	Attendance	Career & Acad.	Personal Couns.	Parent Couns.	Clerical Work	Confer Supr.	Other
	%	%	%	%	%	%	%
HS Career Advisor (N=4)	.3	70.9	10.6	8.1	7.5	1.3	1.3
PSA (N=5)	33.8	10.7	17.0	27.2	8.0	3.3	0.0
Elementary, JHS (N=4)	8.7	34.5	39.0	2.8	4.0	8.0	3.0

In each setting more than 60% of the mean Aide time was spent in the tasks which a counselor in that setting would be expected to do. Career Advisors' Aides do career/academic counseling, PSA Aides do attendance and parent counseling, and Elementary-Junior High Aides do personal and career/academic counseling. All did some clerical work, conferences with teachers and supervisors, and other miscellaneous tasks, but none were limited to routine tasks.

4. What are the differences in formal training and fieldwork experience between Aides trained at LACC and those trained elsewhere?

Application for the Los Angeles City School Counselor Aide position was open to those with training and experience deemed equivalent to that offered in the Los Angeles City College Counselor Aide Training Program. Of those hired during the 1973-74 school year, eight were graduates of the LACC Program and six had equivalent training elsewhere. Each Aide reported his educational and training history on Instrument #1 at the January inservice meeting.

Three distinct groups emerged: (1) those with the minimum level of education and training required for the position--with no education beyond the AA degree or the LACC Aide training, (2) those who were continuing their education beyond the AA but had not yet earned their BA degree, and (3) those with an earned BA, some of whom were beginning graduate work. The academic and fieldwork training of the Aides hired in 1973-74 is summarized in Table 4.

TABLE 4

ACADEMIC AND FIELDWORK TRAINING OF COUNSELOR AIDES

	Highest Educational Level Attained			Primary Fieldwork Experiences	
	Minimum to AA	AA and continuing	BA and beyond	In public schools	Non-school
Graduates of LACC Counselor Aide Program N=8	2	5	1	8	0
Aides with other educational prep. N=6	1	2	3	1	5
TOTAL	3	7	4	9	5

All but three of the Aides exceeded the minimum educational requirements for the job. Most were continuing their education--working for a bachelor's or master's degree. The most striking difference between those aides trained in the LACC program and those trained elsewhere is in their fieldwork experience. Only one of those from other programs had experience in the public schools while all of those from the LACC program had public school experience.

In order to determine the significance of the differences between the two groups, the table of educational level was collapsed to a 2 X 2 table by combining Minimum and AA levels in contrast to BA levels. The Fisher Exact Probability levels of .32 and .006 for educational and fieldwork comparisons of the LACC trained Aides and those trained elsewhere. The fieldwork difference was significant beyond the .05 level (two-tailed).

When the LACC trained Aides were compared with Aides trained elsewhere, the LACC Aides had a smaller proportion with BA level education and a significantly larger proportion with school fieldwork.

5. Do Counselors who are assigned Aides change their activity patterns?

The person supervising each Counselor Aide was asked to estimate the amount of his total counseling week spent in various activities. The estimates were obtained at the time the Aides were first assigned and again after the Counselor had worked with the Aide for a semester. Table 5 shows the mean percentage estimates, separately, for Counselors with different job titles. The amount and direction of any change in each activity is also indicated.

TABLE 5

COUNSELOR ACTIVITY PATTERNS

Job title of person supervising Aide	N		Counselor Activities (Mean % of time)						
			Personal Counsel.	Career-College Counsel.	Attendance	Programming Clerical	Testing	Parent Contact	Aux. Duties Supervision Consulting
Career Counselor	4	Feb.	16.8	44.4	3.1	13.8	.6	6.0	15.3
		May	13.3	52.9	6.7	12.9	0.0	4.5	9.7
		Change	-3.5	+8.6	+3.6	- .9	- .6	-1.5	- 5.6
PSA Counselor	2	Feb.	15.0	0.0	22.5	0.0	1.3	16.3	45.0
		May	16.2	0.0	25.0	0.0	0.0	8.7	50.0
		Change	+1.2	0	+2.5	0	-1.3	-7.6	+5.0
Jr. High Counselor	1	Feb.	50.0	12.5	12.5	5.0	0.0	2.5	17.5
		May	7.0	14.0	7.0	21.0	14.0	7.0	28.5
		Change	-43.0	+1.5	-5.5	+16.0	+14.0	+4.5	+11.0
Elementary Principal	1	Feb.	20.0	0.0	3.3	0.0	10.0	13.3	53.4
		May	15.4	0.0	3.8	0.0	34.6	7.7	38.5
		Change	-4.6	0	+.5	0	+24.6	-5.6	-14.9
ESEA Supervisor	1	Feb.	40.0	6.7	0.0	0.0	3.3	0.0	50.0
		May	42.5	2.2	0.0	0.0	0.0	0.0	55.3
		Change	+2.5	-4.5	0	0	-3.3	0	+5.3

There were changes in activity patterns for every Counselor after the Aide was assigned but it is very difficult to interpret the change without additional information and a larger sample. It is very likely, for instance, that the shift in the junior high Counselor's time was a result of the end-of-year programming and testing requirements which are unrelated to the availability of the Counselor Aide. One possible inference, which would require supporting evidence is that the PSA counselors were able to spend less time in parent contacts when assisted by Aides. Only the Career Counselor group is large enough to permit further analysis of the data for significance.

To test the significance of the February to May changes for Career Counselors, each counselor activity was ranked in the order of the amount of Counselor time it occupied. The pair of rankings, from February and May, was compared using the Wilcoxen matched-pairs signed-ranks test.

There were changes in the rankings of Career Counselor activities but the obtained T value of 4.5 was not great enough to reach a significance level of .05

6. What Counselor activities increase as they get assistance from an Aide? Is there a relationship between the increased activities and the Aide's training?

The intent of this question was to determine what the addition of an Aide would free the Counselor to do. Table 5 reveals that the increases were highly idiosyncratic--apparently depending on the individual counselor, his job title, and other local school factors. A look at the individual patterns of the four Career Counselors (Table 6) shows the diversity--even among those with the same job title.

TABLE 6

CHANGE IN ACTIVITY PATTERN OF INDIVIDUAL CAREER COUNSELORS

	Counselor Activity--% of Time						
Counseling	Personal Counsel.	College/ Career	Attendance	Program Clerical	Testing	Parent Contact	Aux. Duties Supervision Consulting
A	- 6.8	-18.6	+9.3	+14.3	0	-2.1	+ 3.6
B	- 2.5	+15.0	0	- 2.5	-2.5	-2.5	- 5.0
C	+ 7.5	-25.0	+5.0	+10.0	0	+5.0	- 2.5
D	-12.5	+62.5	0	-25.0	0	-6.2	-18.8

In no Counselor Activity category is there a consistent direction of change--either increased or decreased activity. The testing category is the closest to consistency with the one counselor who reported a small amount of testing activity eliminating it at the end of the year to join the other three in reporting no time spent in testing.

The main activity of the job classification, College and Career Counseling, shows the biggest changes--both positive and negative--and will be analyzed further.

Is there a relationship between the increased activity (in the major job area) and the Aide's training?

As noted in question #3, more than 60% of the mean Aide time in each work setting was spent in the major activity a Counselor would be expected to do in that setting. This might be expected to allow Counselors to decrease their time in the major activity and this expectation was confirmed in six of the nine Counselors.

Is either the Aide's academic or fieldwork training a significant factor in whether the Counselor increased or decreased the amount of time he spent in the major job activity? The Fisher Exact Probability Test was used to test the relationships between increase or decrease of Counselor time in the job's major activity and (1) the academic training level of the Aide, and (2) whether the Aide had school or non-school fieldwork experience.

TABLE 7

INCREASE OR DECREASE OF COUNSELOR TIME IN MAJOR ACTIVITY BY AIDE ACADEMIC AND FIELDWORK TRAINING

		Counselor Time in Major Activity				
		Increase	Decrease		Increase	Decrease
Academic Training	AA+	1	4	School Fieldwork	2	3
	BA	2	2	NonSchool Fieldwork	1	3

The probability figures of .71 and .95 (two-tailed) for the two comparisons was not significant at the .05 level and leads to the conclusion that there is no significant relationship between the Aides academic or fieldwork training and whether the Counselor increases or decreases the time he spends in his major activity after getting a Counselor Aide to assist him.

7. Does the Counselor Aide's satisfaction vary with his training, the tasks assigned him, his Counselor's evaluation of him, or the school hiring criteria?

The Counselor Aide's satisfaction was recorded on Instrument #2 and summarized below.

	Very Well	Well	Adequate	Very Little	Not at all
How well satisfied are you with your job? (Check one).	11	2	0	0	0

Since all Aides expressed themselves as well or very well satisfied with their jobs, this question does not lend itself to further analysis. No consistent differences in training, tasks assigned, or hiring criteria appear to differentiate the two who reported being well satisfied from those reporting very well. Both of the well satisfied did, however, appear in the lowest third of Counselor evaluation of the thirteen Aides.

8. Does the Counselor's evaluation of the Aide Project vary with his evaluation of his Aide or with the work setting?

At the final Counselor inservice meeting in May, Counselors were asked to complete Instrument #8 which included rating the Counselor Aide Program. A summary of the ratings appears below, followed by comments.

	Outstanding	Satisfactory	Needs to Improve
How would you evaluate the Aide Program as a whole?.	5	4	3

COMMENTS:

"Because so much emphasis is on counseling, they think this is all the job includes, whereas really counseling is a rather small percentage of the job."

"Counselor Aides and supervisors need to have additional meetings to have more exchange of ideas and problem-solving and on-going evaluation of Counselor Aide's performance."

"More emphasis on Career Advisement."

"Excellent for the first year."

"Program for Counselor and Aides should be introduced before start of school year. More meetings attended together by Counselors and Aides."

"Increase in pay because of the paraprofessional training received." Aides would like program to be structured. (Guidelines may be formulated).

"Reexamine evaluation instruments to reflect more the actual duties performed."

Does the Counselor's evaluation of the Aide Project vary with his evaluation of his Aide?

The relationship of each Counselor's program evaluation to the evaluation of his Aide (See question #12) is presented in Table 8.

TABLE 8

PROGRAM EVALUATION BY AIDE EVALUATION

		Program Evaluation		
		Outstanding	Satisfactory	Needs to Improve
Aide Evaluation	Outstanding	4	2	0
	Satisfactory	0	3	1
	Needs to Improve	0	0	2

Although the cell sizes are too small for a test of significance, there appears to be a tendency for Counselors to evaluate the Program the same as they evaluated their Aides. It was possible to test for significance by merging the Outstanding and Satisfactory categories and comparing them with the Unsatisfactory (Needs to Improve) category. A Fisher Exact Probability Test was then made--with some loss of the detail of the original 3 X 3 table.

The resulting probability of .09 (two-tailed) is short of the .05 level of significance. There is a positive but not significant relationship between ratings given to the Aide Program and to his Aide by Counselors.

Does the Counselor's evaluation of the Aide Project vary with the work setting?

Using the three work settings defined in Question #2, Career, PSA, and Elementary and junior High, the relationship between program evaluations and work setting appears in Table 9.

TABLE 9

PROGRAM EVALUATION BY WORK SETTING

		Program Evaluation		
		Outstanding	Satisfactory	Needs to Improve
Work Setting	Elementary & Jr. H.S.	3	1	0
	Career	1	3	0
	PSA	0	1	3

There is a definite, observable relationship between work setting and program rating. The model response of the Elementary and Junior High Counselors was to rate the program "Outstanding," the Career Counselors to rate it "Satisfactory," and the PSA Counselors to rate it "Needs to Improve." The cell sizes are too small for a test of significance but the direction of relationship is clear for this group of Counselors.

The significance of the differences was calculated--with some loss of detail--by combining Outstanding and Satisfactory ratings, as in the preceding question, and by combining the Elementary/Junior High category with the Career category. The rationale for the latter combination is a combined School Counselor category as opposed to PSA or Pupil Services and Attendance Counselors.

The Fisher exact probability for the 2 X 2 comparison is .036, two tailed. There is a significant difference between the Program evaluations of School Counselors and PSA Counselors with the School Counselors tending to evaluate the Program higher.

9. Is there a difference in attendance pattern changes between a random sample of counselees and those with whom the Aide has worked for at least four hours?

Seven of the Counselor Aides were able to collect usable attendance data from their schools or offices. Each Aide collected attendance figures for up to 41 of the counselees with whom he had worked for at least four hours and for an equal, comparison sample of pupils selected randomly from the same pupil population which the counselees represented. Attendance figures (number of days absent) were collected, for both groups, from the report card period before the Aide was assigned counselees, January, 1974, and from the final report card period in June, 1974.

The difference between the two reports in the number of days absent was calculated for each pupil as was the size and direction of the mean change for each counselee and comparison group. A t-test was used to estimate whether the observed differences between counselee and comparison groups in each setting were significantly greater than chance. Table 10 records the findings.

TABLE 10

ATTENDANCE RATE CHANGES BY SCHOOL OR OFFICE

School or Office		N.	ATTENDANCE (Days Absent)						
			January		June		Change		Changes
			# Days	Mn.	# Days	Mn.	# Days	Mn.	# Days Mn.
A.	Aide Counselees	28	320	11.43	242	8.64	-78	-2.79	
(HS)	Comparison	40	261	6.53	271	6.78	+10	+ .25	3.04
B.	Aide Counselees	17	91	5.35	58	3.41	-33	-1.94	
(Elem.)	Comparison	40	98	2.45	232	5.80	+134	+3.35	5.29
C.	Aide Counselees	41	590	14.35	427	10.41	-163	-3.98	2.98
(JHS)	Aide Counselees	41	418	10.20	429	10.46	+11	+ .27	1.27
	Comparison	39	269	6.90	230	5.90	-39	-1.00	
D.	Aide Counselees	17	85	5.0	72	4.24	-13	- .76	.14
(HS)	Comparison	40	203	5.08	167	4.18	-36	- .90	
E.	Aide Counselees	26	523	20.12	120	4.62	-403	-15.53	1.34
(PSA)	Comparison	40	355	8.88	220	5.50	-135	-3.38	
F.	Aide Counselees	27	360	13.33	481	17.81	+121	+4.48	.19
(PSA)	Comparison	32	411	12.84	433	13.53	+ 22	+ .69	
SUMMARY									
	Aide Counselees	197	2387	12.12	1829	9.29	-558	-2.83	
	Comparison Group	231	1597	6.91	1553	6.72	- 44	- .19	

In looking first at the summed figures, there appears to be a decrease in absences among counselees--bringing them closer to the population from which the comparison sample was taken. The great diversity of the different schools and offices involved make it essential to look at the data collected in each setting separately. Two PSA settings are included as well as one elementary school, one junior high school (with two Aides), and three high schools.

In all of the school or office settings except D, those counselees with whom the Aides worked had a higher average absence rate before the Aide's assignment than did the randomly selected comparison group from the same setting. Five of the seven counselee groups declined in average number of absences after working with the Aides, as did three of the comparison groups in the same time period. Even after a decline in average number of absences, five of the counselee groups still had higher average absence rates than did the comparison groups.

In settings E and F, the PSA Aides were working with serious absence problems. In each case nearly a quarter of the 40 counselees dropped out of school so that end-of-semester attendance figures were not available for them. The attendance figures for PSA counselees are, therefore, biased in the direction of improved attendance--those with worse attendance are no longer in school. The differences in mean attendance pattern changes between counselee and comparison groups (t-tests) was not statistically significant in any setting--probable due in part to the large variance within the groups.

10. Is the change in pupil attendance patterns related to Aide training, Counselor rating of the Aide, or the school's hiring criteria?

In order to investigate these three questions the data found in Table 10, attendance changes in Aide counselees, was transformed to make comparisons possible. For each question the attendance variable used was that of above or below the median attendance change for the group of seven Aides.

A series of Fisher Exact Probability Tests were made of the relationships of above or below median attendance changes with the Aide's educational level, his fieldwork training, his rating by the Counselor and the school's hiring criteria. The data appears in Table 11. (The categories used are described in other questions, education and fieldwork in #4, Counselor rating of Aide in #7, and hiring criteria in #12. The small sample limited categories naturally--no categories were combined).

TABLE 11

PUPIL ATTENDANCE CHANGES BY THE AIDE'S

EDUCATION, FIELDWORK, COUNSELOR RATING, AND HIRING CRITERIA

		Education		Fieldwork		Counselor Rating		Hiring Criteria	
		AA	BA	School	Other	Outst.	Satis.	Pers.	Impers.
Pupil Attendance Change	Above Median	2	1	2	1	1	2	2	1
	Median & Below	3	1	4	0	3	1	3	1
Probability: (two tailed)		1.14		.86		.69		1.14	

None of the probabilities for attendance changes related to other variables were significant at the .05 level. There is no difference between Aide's education, fieldwork training, Counselor rating, or school hiring criteria in discriminating between those Aides whose counselees were above or below the median in attendance change.

11. Is the Counselor's expectation of the Aide Program related to his work setting or to his end-of-the year evaluation of the Program?

At the first Counselor inservice meeting, Counselors were asked to rank the five greatest benefits they anticipated from having an Aide (Instrument #7). Choices were made from a list including two distinct kinds of benefits--those in which the Aides offered additional services to pupils and those in which the Aide freed the Counselor for other activities. It was then possible to classify Counselor's expectations as having the larger number of choices in the "Aide Service" or "Freeing the Counselor" categories. Table 12 shows the distribution of Counselor expectations by work setting, using the work categories of Question #2.

TABLE 12

COUNSELOR EXPECTATION OF AIDE PROGRAM BY WORK SETTING

Work Setting	N	Aide will offer service	Aide will free Counselor
Career Adv.	4	1	3
PSA	4	1	3
Elem. & JHS	4	3	1

The Counselors at Elementary and Junior High Schools tended to see the anticipated benefits of an Aide as offering additional services to pupils while Counselors of the other two settings, Career and PSA, tended to anticipate that Aide help would free them to offer additional services.

The small cell size precludes a test of significance and reducing categories in order to test significance would result in a meaningless statistic.

Is the Counselor's expectation of the Aide Program related to his end-of-the-year evaluation of the Program?

Using the same two measures of Counselor expectation, Aide service and freeing the Counselor, the relationship between expectation and evaluation is shown in Table 13.

TABLE 13

COUNSELOR EXPECTATION OF AIDE PROGRAM BY END-OF-THE-YEAR PROGRAM EVALUATION

Evaluation	N	COUNSELOR EXPECTATION Aide Service	Free Counselor
Outstanding	4	1	3
Satisfactory	5	3	2
Needs to Improve	3	2	1

Using the collapsed Program Evaluation categories of Satisfactory and Unsatisfactory, as in Question #8, a Fisher Exact Probability Test was used to determine the significance of the relationship between variables. A probability of .82 is not significant at the designated .05 level. There is no significant difference in Program Evaluation between Counselors who expected Aides to offer additional services to pupils and those who expected to increase their own services by having an Aide.

12. Is the Counselor's evaluation of his Aide related to the Aide's training, his examination score, his work setting, or the school hiring criteria?

Twelve Counselors evaluated their Aides by May--at the final Counselor meeting using Instrument #8. Each Counselor rated his Aide as Outstanding, Satisfactory, or Needs to Improve on any task in which the Aide spent a substantial portion of his time. Since the number of categories on which Aides were evaluated differed, mean evaluation scores were calculated for each Aide. Table 14 shows the distribution of Aide mean evaluation ratings by the work setting categories of Question #2.

TABLE 14

COUNSELOR EVALUATION OF AIDE BY WORK SETTING

Work Setting	N	EVALUATION OF AIDE Outstanding	Satisfactory	Needs to Improve
Elem. & JHS	4	3	1	0
Career	4	3	1	0
PSA	5	1	2	2

There appears to be some tendency for PSA Counselors to rate their Aides lower than did the other two groups of Counselors. The small cell size prevents a test of the significance of the differences between work settings but by combining the categories of Aide Evaluation into Satisfactory and Unsatisfactory, as in

Question #8, and the category of Work Setting into School Counselor and PSA Counselor, also as in Question #8 a Fisher Exact Probability Test can be computed--with some oversimplification of the data.

An obtained probability of .256 does not reach the .05 level of significance. There is no significant difference between the evaluations given to Aides by School Counselors and PSA Counselors.

In addition to the evaluation of their Aides, Counselors were asked to make comments.

COMMENTS:

"Find me more like ____ for next year. We may consider converting another position for two additional Counselor Aides."

"Student fieldwork required prior to hiring by Board of Education."

"Have dependable middle aged people."

"Have the Aide understand that they are to assist the Counselor in their assigned duties. Whatever these duties may be. The Counselor ends up doing many jobs that should be assigned to the Aide because of the Aide's ideas and attitudes regarding what their assignment should include."

Is the Counselor's evaluation of his Aide related to the Aide's training?

Aide training categories used in Question #4 were plotted against the Aide evaluation categories in table 15.

TABLE 15

COUNSELOR EVALUATION OF AIDE BY ACADEMIC EDUCATION

Level of Education	N	EVALUATION OF AIDE Outstanding	Satisfactory	Needs to Improve
BA	4	3	1	0
AA+	6	4	2	0
Minimum	3	0	1	2

The relationship between the evaluation of the Aide and his academic training shows a tendency for Aides with higher training to get higher ratings--again with the limitations of cell size. Collapsing the categories of Evaluation of Aide to Satisfactory and Unsatisfactory, as in previous questions, and the categories of education into AA and BA levels as in Question #4, the data can be tested for significance--with some loss of definition. A Fisher probability of .92 does not show a significant relationship between an Aide's education and his evaluation by his Counselor.

Is the Counselor's evaluation of his Aide related to the Aide's examination score?

The Aide examination given by the Los Angeles City School District resulted in a ranked list without numerical scores. In order to compare the scores with Counselor ratings of the thirteen Aides, the Counselor evaluations were put in rank order--using the Du Bois method of dealing with ties. Rank order correlation (Spearman Rho) was computed between the two sets of measures.

The obtained correlation of .50 showed a positive relationship between the Aide's examination rank and his evaluation by the Counselor who supervised his work. Although the correlation does not reach the .05 level of significance, Aides with higher examination rank tended to be rated higher.

Is the Counselor's evaluation of his Aide related to the school's hiring criteria?

The person responsible for hiring each Aide was interviewed using a structured interview form (Instrument #4) and asked what factors were considered as the Aide was selected. Their free responses were recorded verbatim and were later plotted on a five-point scale which could be termed an Impersonal-Personal dimension.

The extreme impersonal criteria was the response of "availability" or "he was on the list and available." The second level was one specifying race, sex, or language. The middle level included responses in which a knowledge of or rapport with the community, or an apparent understanding or the job was a factor in hiring the Aide. At the fourth level, responses mentioned the individual, his education, training and future plans, and at the fifth level, the extreme personal level, personality characteristics of the particular Aide were listed.

The mean score of all remarks made about each Aide was determined and, for each, his position above or below the mean for the group. Those with mean scores above the group mean were hired under more personal criteria, while those below the group mean were hired under more impersonal criteria. The contingency table for the two variables, Counselor Evaluation and Hiring Criteria appears in Table 16. The scale used to classify the hiring criteria can be found in Appendix A.

TABLE 16

COUNSELOR EVALUATION OF AIDE BY HIRING CRITERIA

		EVALUATION OF AIDE		
Hiring Criteria	N	Outstanding	Satisfactory	Needs to Improve
Personal	7	5	2	0
Impersonal	6	2	2	2

There was some tendency for Aides hired under more personal criteria to be evaluated higher than those hired under impersonal criteria but a small cell size prevents testing for significance. By again combining Counselor Evaluation categories of Satisfactory and Outstanding, leaving the two categories of Satisfactory and Unsatisfactory, the significance of the relationship was determined by the Fisher Exact Probability Test. A probability of .38 does not meet the .05 level of significance. There is no significant relationship between the criteria under which an Aide was hired and the evaluation he receives from his Counselor.

13. Are pupil scores on a Career Education Test related to the Aide's training, his assigned tasks or the Counselor rating of the Aide?

No Counselor Aides were authorized to administer any test nor were they involved in a specific instructional program which would have given them access to pupils for testing purposes; therefore, no data was produced to answer this question.

14. Is the pupil's perception of Aide interest, or his choice of the Aide for future help related to the Aide's training, his age, his sex, or his examination score?

As a measure of a pupil's perception of the Aide as a person interested in him and of the pupil's tendency to seek out the Aide's help for a future problem, each Aide had a maximum of 40 pupils with whom he had worked more than four hours respond to these questions, anonymously. The summarized responses--for the nine Aides who collected this data--are found below.

		Very Much	Satisfactory	A little	Not at All	Total
How interested in you did the Counselor Aide seem to be?		250	65	23	2	340
	%	74	19	7	.1	

		Counselor Aide	Someone else	
If you had another problem, who would you want to help you with it?		301	39	340
	%	89	11	

The percentage of pupils who indicated that they would want an Aide's help with future problems ranged from 75 to 100%. The small range of difference in this very positive statistic makes it inappropriate to carry out further analysis. Clearly, the Aide was seen as someone who could help pupils with their problems.

For the other question, "How interested in you did the Counselor Aide seem to be?" the percentage of the pupils who responded "VERY MUCH" ranged from 33 to 93%. For the purpose of additional analysis, only this category appeared to have enough range to yield useful information.

In order to determine if any of the variables listed might have a relationship with the degree to which "VERY MUCH" responses were given for each Aide by pupils, the number of responses was dichotomized--at the median number for all Aides--into categories of Above or Below the median. A series of median tests were used to compare those above and below the median for academic education, fieldwork training, age, sex and examination score, and a Fisher Exact Probability Test computed for each. Table 17 shows the frequencies used in all comparisons.

TABLE 17

A SUMMARY OF PROBABILITY TESTS BETWEEN PUPIL PERCEPTION OF AIDE INTEREST AND AIDE EDUCATION, FIELDWORK, AGE, SEX AND EXAM SCORE

Aide Variable	Categories	Aide Interest Above Median	 Below Median	Fisher Exact Probability (two tailed)
Education	BA	2	1	.95
	AA+	3	3	
Fieldwork	School	4	2	.71
	Non-school	1	2	
Age	Over 30	0	4	.02*
	Under 30	5	0	
Sex	Male	2	3	.63
	Female	3	1	
Exam Score	Above Median	4	2	.71
	Below Median	1	2	

Of the series of comparisons only one variable showed a significant relationship with the pupil's perception of the Aide's interest in him--that variable was age. Those Aides with an Above Median number of pupils reporting that the Aide was "VERY MUCH" interested in them were under thirty, while all of those below the median on this measure were over thirty.

APPENDIX C

Los Angeles Unified School District
Counselor Aide Program Instruments

1. Instrument #1
2. Monthly Report
3. Hiring Criteria
4. Instrument #4
5. Instrument #5
6. Instrument #6
7. Instrument #7
8. Instrument #8
9. Information Card

COUNSELOR AIDE CAREER EDUCATION PROJECT

ACTIVITY 3 - FORMATIVE EVALUATION OF COUNSLEOR AIDE IMPACT

INSTRUMENT #1

Work Phone ________
Name: ____ Home Phone ________

Address ________________________________ Additional Numbers ________

School or Office Assignment ____________________ Birthdate: ________

What are the hours of your assignment? ________________________________

Are you presently enrolled in college? __________ Where ____________

First Language: ____________________ Other Languages: ____________________

EDUCATION: List the high schools, colleges or universities you have attended. List your more recent education first.

School	Major	Dates		Degree or Semester Units
		From	To	

COURSE WORK: Please list the classes you have completed in each of the following academic areas: Psychology, Sociology, Education, Other area related to your work.

Dept.	COURSE TITLE	Units	School

USE LINED NOTEBOOK PAPER FOR YOUR ADDITIONAL COURSE LISTING

FIELDWORK: Please list and describe any fieldwork experience you have had which relate to your job as Counselor Aide.

Location	Duties	Supervisor	Total Hours	Year

EMPLOYMENT: Please describe any paid or unpaid employment you have had which relates to your job as Counselor Aide.

Title	Duties	Employer	Dates	
			From	To

COUNSELOR AIDE CAREER EDUCATION PROJECT

ACTIVITY 3 - FORMATIVE EVALUATION OF COUNSELOR AIDE IMPACT

AIDE MONTHLY REPORT

Name ______________________________ Date ____________________

How many hours per week do you work? ______________

Please indicate the average number of hours per week you have spent in each activity during the past month:

Please check to show how well prepared you feel for each task:

	Hours per week	Very well	Well	Ade-quate	Very little	Not at all
Pupil - Attendance Counseling						
Pupil - Career Counseling						
Pupil - Academic Counseling						
Pupil - Personal Counseling						
Parent Contact (direct or telephone). . .						
Clerical/record keeping						
Other (specify)						
Other (specify)						
Other (specify)						
Other (specify)						
Other (specify)						
Other (specify)						

How well satisfied are you with your job? (check one)					

What would improve your job satisfaction? ______________________________

____

How well does your job seem to conform to the job description?					

HIRING CRITERIA CHECK LIST

Directions: Using Instrument #4 classify each statement made by the employer by checking the appropriate category. Make as many checks as there are statements by the employer.

Name of Aide:______________________________

← IMPERSONAL		PERSONAL →		
Availability on List	Physiological variable Age, Sex, Race, etc.	Knowledge of pupils, job or community assumed	Education training or future plans of the Aide	Aide Personality variable

COUNSELOR AIDE CAREER EDUCATION PROJECT

ACTIVITY 3 - FORMATIVE EVALUATION OF COUNSELOR AIDE IMPACT

INSTRUMENT #4 (STRUCTURED INTERVIEW)

School or office: ______________________ Date: ______

Interview Participant(s) ______________________

____

Directions: The following three questions may be included in an informal conversation which includes other topics. Ask the question, exactly as written, and record the responses. Use the example given if needed to clarify the question.

1. What factors did you consider as you selected an Aide for your school/office? (example:age or sex)

	RANK
______________________	______
______________________	______
______________________	______
______________________	______
______________________	______
______________________	______
______________________	______

2. How would you rank these factors in importance? (read the list, above, and record rank. Highest importance = #1, etc)

3. Were there any characteristics you would have liked in an Aide that those on the interview list did not have? (example: a specific racial or ethnic group)

____

____

____

VITY 3 - FORMATIVE EVALUATION OF COUNSELOR AIDE IMPACT

5 ATTENDANCE RECORD OF COUNSELEES (RANDOM SAMPLE)

Aide Name: ______________________ School/office: __________

Directions: Using the procedures you learned in inservice [illegible] select a 10% random sample of those pupils ass[illegible] the counselor who supervises your work. The [illegible] attendance figure is to be recorded from the [illegible] cent ten-week report card before you be[illegible] an Aide.

	Name	Attendance Record		
		Baseline	10 wk.	[illegible]
2.				
3.				
5.				
7.				
17.				

[illegible]5 (cont.)

Name	Attendance Record		
	Baseline	10wk.	10wk.
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			
35.			
36.			
37.			
38.			
39.			
40.			
41.			

ACTIVITY 3 - FORMATIVE EVALUATION OF COUNSELOR AIDE IMPACT

#6 ATTENDANCE RECORD OF AIDE COUNSELEES

Aide name: ______________________ School/office: __________

Directions: Record the name of each pupil you have worked with for at least ten hours. The baseline attendance figure is to be recorded from the most recent ten-week report card before you began working with the pupil.

	Date	Name	Attendance		
			Baseline	10 wk.	10 wk
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					

	Name	Attendance Record		
		Baseline	10wk.	10wk.
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
36.				
37.				
38.				
39.				
40.				
41.				

COUNSELOR AIDE PROJECT

ACTIVITY 3 - FORMATIVE EVALUATION OF COUNSELOR IMPACT

INSTRUMENT #7

Counselor Name ______________________________ Date ________________

Aide Name _________________________ School _________________________

How many hours per week are you assigned a counseling responsibility?

____

For how many counselees do you have a direct responsibility?

____

Please estimate the number of your assigned, weekly counseling hours spent in the following activities: (Use a yearly average)

	Avg. hours per week
Personal counseling - individual	_____
Group counseling	_____
College advisement	_____
Career advisement	_____
Attendance counseling . . .	_____
Programming and registration .	_____
Test administration,scoring .	_____
Test interpretation	_____
Parent contact	_____
Teacher, staff consultation .	_____
Teacher, staff guidance . . .	_____
Supervision (Specify) ____________	_____
Other (Specify) __________________	_____
Other (Specify) __________________	_____

TOTAL ____________

INSTRUMENT #7 (cont.)

Please rank the five greatest benefits you anticipate from having a Counselor Aide assigned to you.

(First choice = 1, second choice = 2, etc)

Rank (1-5)

The Aide will offer direct service to improve:

pupil academic success . . . . ______

pupil career guidance . . . . ______

pupil personal development . . . . ______

pupil attendance . . . . ______

parent-school relations . . . . ______

other (specify)________________ . . . . ______

other (specify________________ . . . . ______

The Aide will free me to do more:

personal counseling . . . . ______

career advisement . . . . ______

college advisement . . . . ______

academic counseling . . . . ______

parent contact . . . . ______

teacher guidance . . . . ______

other (specify)________________ . . . . ______

other (specify)________________ . . . . ______

COUNSELOR AIDE CAREER EDUCATION PROJECT

ACTIVITY 3 - FORMATIVE EVALUATION OF COUNSELOR IMPACT

INSTRUMENT #8

Counselor Name ______________________________ Date ____________

Please estimate the number of your assigned, weekly counseling hours spent in the following activities during the past two weeks:

	Avg. hours per week
Personal counseling - individual	_____
Group counseling	_____
College advisement	_____
Career advisement	_____
Attendance counseling	_____
Programming and registration	_____
Test administration, scoring	_____
Test interpretation	_____
Parent counseling	_____
Teacher, staff consultation	_____
Teacher, staff guidance	_____
Supervision (Specify) __________________	_____
Other (Specify) ______________________	_____
Other (Specify) ______________________	_____

__________ Total hours per wk.

Name of Aide: ______________________________

Please evaluate your Aide's performance on the following tasks. (Add any other tasks he or she spends a substantial portion of time on)

	Not a part of job	Check One Out-standing	 Satis-factory	 needs to improve
Pupil attendance counseling				
Pupil career counseling				
Pupil academic counseling				
Pupil personal counseling				
Parent contact (direct or phone)				
Clerical/record keeping				
Other (Specify) ______________				
Other " ______________				
Other " ______________				
Other " ______________				
Other " ______________				

How would you evaluate the Aide program as a whole?			

What suggestions do you have for the improvement of the Aide program ?

____

____

____

____

____

Thank you for your participation.

THIS CARD HAS BEEN GIVEN TO YOU BY A COUNSELOR AIDE

Please take a minute to evaluate the help the Counselor Aide has given you.

	YES	NO
Did you come to the Counselor Aide for information?	☐	☐
Did you get the information you wanted?	☐	☐

	VERY MUCH	SATIS-FACTORY	A LITTLE	NOT AT ALL
How interested in you did the Counselor Aide seem to be?	☐	☐	☐	☐

	COUNSELOR AIDE	SOMEONE ELSE
If you had another problem, who would you want to help you with it?	☐	☐

RETURN THIS CARD TO THE AIDE - DO NOT SIGN YOUR NAME

APPENDIX D

Sacramento City Unified School District

Evaluation of the Elementary Career Education Project 1973-74

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO:
Mr. Jack E. Howard
Project Manager
Career Education Program

DATE: June 12, 1974

FROM:
Holland I. Payne
Director
Educational Evaluation and Quality Control Department

SUBJECT:
EVALUATION OF THE ELEMENTARY CAREER EDUCATION PROGRAM 1973-74

An evaluation of certain features of the Career Education Program operated at the David Lubin and Fremont Elementary Schools which you requested has been completed. A summary of this evaluation appears below.

A total of 27 elementary teachers participated in the program during the 1973-74 school year and each completed a questionnaire, a copy of which is attached (Attachment 1). Eighteen of the 27 were regular classroom teachers and 9 taught aurally handicapped pupils.

Orientation and In-Service Training

Twenty-two (81%) of the involved teachers knew they would be participating in a program of career education prior to the start of the 1973-74 school year. All subsequently participated in in-service orientation and training sessions. These sessions were variously described as excellent (16%), good (20%), adequate (60%), or inadequate (4%).

Program Assistance

Human resources consisting of the project director, a resource teacher, a full-time librarian at Fremont School, a part-time librarian at David Lubin School, and volunteer aides at David Lubin were employed. Teachers rated the value of these human resources as follows:

	Value expressed in percents			
Resource	Absolutely Essential	Very Helpful	Some Value	Not Needed
Resource Teacher	50	35	15	0
Project Director	41	18	37	4
Librarian	29	46	21	4
Volunteer Aide	18	41	29	12

Resource materials were furnished which were designed to assist teachers in the initiation of a career education program. Teachers rated the value of these resources as follows:

Resource	Value expressed in percents			
	Absolutely Essential	Very Helpful	Some Value	Not Needed
1. Revised AV catalog	21	50	29	0
2. Audio-visual materials	42	42	16	0
3. Workbooks	0	50	40	10
4. Library books	33	54	13	0
5. Professional references	9	46	36	9
6. Special Project materials	33	54	4	9
7. Games and learning kits	13	52	26	9

Media Center

A media center was established at each project school. These centers, together with the materials in them, were used for the following purposes:

Use expressed as a percent of teacher participation

Total class study	26%	Individualized study	37%
Finding research information	41%	Small group projects	52%
Obtaining special assistance	44%	Did not use	11%
Other	7%		

Activities Completed

The initiation of a career education program included certain activities which were additions to or were enrichment factors in the regular instructional program. The frequency of occurance of these activities, in general terms, was as follows:

Activity	General frequency expressed as percent of responses		
	Many	Some	Few
1. Field trips	89	3	0
2. Class projects	54	38	8
3. Assembly programs	0	53	47
4. Bulletin board displays	32	56	12
5. Opportunity to operate AV equipment	40	40	20
6. Joint class projects (including cross-aged tutoring)	24	24	52
7. Class speakers	8	25	67
a. Parents of pupils	0	27	73
b. Other resource people	0	50	50
8. Select materials to purchase	22	52	26
9. Use media center	56	28	16

When the above activities were considered as to their success in meeting the instructional needs of the pupils, 25% of the teachers responded that their needs were completely met, 58% reported needs were mostly met, and 17% felt needs were partially met.

Program Impact

The district goals for career education at the elementary school level were centered on the development of an increased awareness of and a positive attitude for the work people do in their daily lives. The degree of impact this initial year's program had on the classroom, both teachers and pupils, is shown below.

	Attribute	Degree of impact shown in percentage for each category			
		Greatly	Usually	Occasionally	No Change
1.	Increased pupil interest in school projects	35	27	19	19
2.	Increased pupil motivation for class work	23	54	0	23
3.	Meaningful learning experiences are enhanced	56	12	16	16
4.	Pupils' positive attitudes toward school work increased	20	40	12	28
5.	Career education changed my teaching style	9	9	48	35
6.	Career education information can be integrated in most lessons	48	32	12	8

When teachers were asked how initiating a career education program, in their classrooms during the 1973-74 school year affected their work load, 56% noted an increase. The positive affect of the program on their pupils' interest in school was reflected by 73% of the teachers saying interest was increased. Achievement was likewise positively affected since 74% of the teachers replying noted increases in pupil achievement.

Overall Evaluation

When asked to respond to questions related to the career education program which they conducted in their classroom during the year, the responses were as follows:

Responses are given in percents

	Item	Yes	No
1.	My expectations were fully met	92	8
2.	Career education enriched my regular program	85	15
3.	Career education became an integral part of my regular program	83	17
4.	Resource materials provided were very adequate	100	0
5.	Program direction and coordination was well organized	88	12
6.	I will continue the program in my classroom in 1974-75	92	8
7.	A career education program could be established in another school with minimum financial outlay	64	32

Conclusions

1. Most teachers (81%) knew they would be participating in a career education program prior to the start of school.

2. Orientation and in-service training sessions were well received and were considered as adequate or better by 96% of the teachers involved.

3. Human resources consisting of a resource teacher, the project director, a librarian, and volunteer aides were all viewed as valuable in the implementation of the program.

4. Teaching resources provided for the use of project teachers were recognized as valuable assets to the program.

5. The media centers established at each project school proved to be a valuable asset which 89% of the teachers used.

6. Field trips were the most popular of the activities connected with the project. Each teacher (27) was involved in such trips. Other popular activities were class projects, bulletin board displays, operating AV equipment, and using the media center.

7. Teachers believed most of the activities attempted were successful in meeting pupil needs.

8. Teachers were well pleased with the administration of the program. By and large, their expectations were met, resource materials were adequate, career education became an integral part of their instruction program, and they plan to continue a similar teaching pattern in 1974-75.

9. While the majority (56%) of the teachers believed their work load was increased due to participation in a career education program, they also believed pupils' interest in school and their level of achievement were both increased.

HIP:ey
Attachment

cc: Dr. Kircher
Dr. Hall
Dr. Fort
Mr. Hamola
Mr. Morgan
Mr. Stainbrook
Mr. Vonasek

ATTACHMENT 1

Sacramento City Unified School District
Administration Building
Research and Development Services Office

CAREER EDUCATION PROGRAM
ELEMENTARY SCHOOL

School ______________________________

My teaching level is:

Kindergarten _____ Primary (P.L. 1-3) _____ Intermediate (P.L. 4-6) _____

My teaching assignment is:

aur[illegible] andicapped classes _____ regular classes _____ other ____

A. Orientation and In-Service Training

1. I knew I would be participating in a Career Education Program prior to the start of the 1973-74 school year. Yes _____ No _____

   If no, when were you first notified? _______________

2. How was orientation to the career education concept given you? _______________
   ____

3. Who conducted this orientation? ______________________________

4. In-service training sessions on the career education concept were held to acquaint teachers with the task ahead. These in-service sessions were:

   excellent _____ good _____ adequate _____ inadequate _____ poor _____

B. Program Assistance

You were provided with certain human resources to assist you in implementing a Career Education Program. Please rate the value of these resources to you.

	Absolutely Essential	Very Helpful	Some Value	Not Needed
1. Resource Teacher				
2. Project Director				
3. Part-time Librarian				
4. Volunteer Aide				

C. Teaching Resources

Certain materials were purchased to assist in the initiation of a Career Education Program. Please indicate the value of such aids to you.

	Absolutely Essential	Very Helpful	Some Value	Not Needed
1. Revised AV catalog				
2. Audio-visual materials				
3. Workbooks				
4. Library books				
5. Professional references				
6. Special project materials				
7. Games and learning kits				

D. Media Center

A media center for career education was established at each project school. My pupils used this center as a place for (mark all appropriate choices).

total class study _____ finding research information _____

obtaining special assistance _____ individualized study _____

small group projects _____ other (explain) ______________________________

Activities Completed

Certain activities were included in your school's instructional program which were due, at least in part, to the district's participation in a pilot program in career education.

1. Which of the activities listed below did you and/or your pupils participate in because of your involvement in a Career Education Program?

	Frequency of Occurrence		
	Many	Some	Few
a. Field trips			
b. Class projects			
c. Assembly programs			
d. Bulletin board displays			
e. Opportunity to operate AV equipment			
f. Joint class projects (inc. cross-aged tutoring)			
g. Class speakers			
I. Parents of pupils			
II. Other resource people			
h. Select materials to purchase			
i. Use media center			
j. Other (explain) ______________ ______________			

2. Based on your professional knowledge as a teacher, were these activities successful in meeting the needs of your pupils?

completely _____ mostly _____ partially _____ undecided _____ no _____

F. Program Impact

The district goals for career education at the elementary school level were centered around the development of an increased awareness of and a positive attitude for the work people do in their daily lives. Please indicate the degree of impact the program has had on you and your pupils.

	Greatly	Usually	Occasionally	No Change
1. Increased pupil interest in school projects				
2. Increased pupil motivation for class work				
3. Meaningful learning experiences are enhanced				
4. Pupils' positive attitudes toward school work increased				
5. Career education changed my teaching style				
6. Career education information can be integrated in most lessons				

G. Evaluation

1. Based on your expectations and subsequent realizations, please assess the program which unfolded in your classes by checking each of the following statements:

	Yes	No
a. My expectations were fully met		
b. Career education enriched my regular program		
c. Career education became an integral part of my regular program		
d. Resource materials provided were very adequate		
e. Program direction and coordination was well organized		
f. I will continue the program in my classroom in 1974-75		
g. A career education program could be established in another school with minimum financial outlay		

2. Initiating a career education program in my classroom this school year had the following effect on:

	Greatly Increased	Increased	No Change	Lessened
a. My work load				
b. Pupils' interest in school				
c. Pupils' achievement				

II. Comments

Please add any comments you deem appropriate regarding the Career Education Program at your school.

hen you have completed this form, please return it to Dr. Holland Payne, Research and evelopment Services Office, Box 5.

The following represents a synopsis of the comments made by teachers on the questionnaire returned relating to the Career Education Program operating in the David Lubin and Fremont Elementary Schools during the 1973-74 school year.

Positive Comments

Field trips and staffed library good.

Career education slanted regular program to awareness.

We were able to present many new careers specifically suited to the deaf pupil.

The staffing has made the program successful.

Next year I'll be able to do much more in the area of career awareness in a more formal way.

The program was fantastic! It helped to make this an exciting year.

Field trips were most helpful.

Central staff super-supportive.

Program was great in both concepts and operation. It should be a part of every teacher's program in the district.

I am for career education and would like to see it continued.

Makes teaching easier as it furnishes a constant strand that ties each thing you do together.

I mainly tried to establish an awareness of community workers with my multi-handicapped pupils. I have greatly appreciated and enjoyed the assistance and opportunities to increase this awareness in children.

Negative Comments

Too much money spent on administration.

Career education did not add anything to the curriculum except poorly planned field trips.

Suggestions or Recommendations

Need more resources in the media center.

Resource teacher spend more time with individual teachers.

Career education at the elementary level can be done by the classroom teachers through the help of field trips.

Other

Funding a program for 1 year proves little.

My regular school program had included this type of instruction.

Most teachers do hit upon all phases of career opportunity in the normal flow of education.

Have used this approach in my teaching for years.

APPENDIX E

San Diego County

Teacher Survey and Student Survey - Pre/Post Test Results

SAN DIEGO COUNTY DEPARTMENT OF EDUCATION

COOPERATIVE CAREER EDUCATION PROJECT

Teacher Survey
Pre-/Post-Test Results

	Elementary Percent			Secondary Percent	
	Pre/			Pre/	
2. Did you complete an extension class in Career Education last year?					
Yes	33			20	
3. How many years in teaching?					
1 - 5 years	29			20	
6 - 10 years	31			26	
10+ years	40			52	
Omits	--			2	
4. Degree?					
B.A.	66			57	
M.A.	34			43	
5. How many times have you visited the Career Center?	Pre/	Post/	(Post*)	Pre/	Post/
0	31	35	(28)	37	42
1	14	19	(11)	11	3
2	16	9	(6)	11	10
3+	40	22	(44)	35	36
Omits	--	15	(11)	7	10
What is your opinion of the materials and services available there?					
Of great benefit to me	16	13	(28)	13	13
Of some benefit to me	53	44	(33)	43	45
Of very little or no benefit to me	12	17	(17)	22	23
Omits	19	26	(22)	22	19

*La Presa Junior High School

6. How many times did you discuss Career Education with your site coordinator?

	Elementary Percent 73/74	Elementary Percent 74/75	(*)	Secondary Percent 73/74	Secondary Percent 74/75
0	17	35	(22)	48	52
1	9	4	(6)	9	7
2	9	17	(11)	15	3
3+	53	28	(44)	22	23
Omits	12	17	(17)	7	15

*La Presa Junior High

7. Survey on attitudes and knowledge of Career Education.

Score (Appropriate answers)	Elementary Pre/	Elementary Post/	Secondary Pre/	Secondary Post/
18 - 19	5	11	4	7
16 - 17	45	34	22	40
14 - 15	17	24	33	33
12 - 13	17	16	20	7
10 - 11	5	8	9	3
8 - 9	3	6	4	7
6 - 7	5	2	4	-
4 - 5	2	-	-	-
0 - 3	-	-	4	3
Mean	14.3	14.3	13.2	14.6
Median	16.4	15.2	14.1	15.4

Appropriate answers to survey items.

			Elementary Percent Pre/	Elementary Percent Post/	Secondary Percent Pre/	Secondary Percent Post/
A**	1.	Approximately 25 percent of each year's college graduates are in jobs that don't require a degree.	88#	90#	89#	84#
D**	2.	A goal of Career Education is for all students to go directly into the work force after high school, having acquired salable skills.	81#	74	65	74
D**	3.	A goal of Career Education is to have students in the primary grades make early career choices.	95#	89#	74	81#

**-Agreement is appropriate. D-Disagreement is appropriate answer.

			Elementary Percent		Secon[illegible]ry Percent	
			Pre/	Post/	Pre/	Post/
A**	4.	Career Education can make education more relevant by relating curriculum to careers.	93#	89	89#	87#
A**	5.	In Career Education all students should have the opportunity to participate in "on-the-job " work experience prior to graduation.	53	55	63	71
A**	6.	Career Education program should be continuous from kindergarten to the 12th grade.	69	74	67	81#
A**	7.	The study of leisure time activities is part of Career Education.	95#	98#	74	88#
A**	8.	It is appropriate for junior high students to have on-site exploratory experiences.	97#	92#	70	78
A**	9.	To have students develop career awareness in the elementary grades is a major goal of Career Education.	91#	92#	65	84#
A**	10.	Career orientation requires a study of the training and work-performed aspects of jobs.	86#	89#	78	88#
A**	11.	Students should study the various (15) "career clusters."	72	74	76	84#
A**	12.	An understanding of Career Education can be effectively developed in my subject area.	74	87#	83#	87#
A**	13.	The goals of Career Education are compatible with the purposes of education.	88#	91#	85#	87#

**A-Agreement is appropriate answer. D-Disagreement is appropriate answer.

			Elementary Percent		Secondary Percent	
			Pre/	Post/	Pre/	Post/
A**	14.	Teachers should accept responsibility for implementation of the goals of Career Education	74	72	70	83#
A**	15.	As part of the regular classroom activity I feel that I should attempt to identify individual student's career goals.	31	37	52	71
A**	16.	This district is commited to Career Education.	62	71	72	61
D**	17.	Career Education is another name for Vocational Education.	57	53	48	65
D**	18.	Most kids have unrealistically high aspirations.	57	59	50	62
D**	19.	The changing work ethic will destroy society if it continues in the direction it is going.	57	59	48	42
		#80% or above	9	8	4	11

**A-Agreement is appropriate answer. D-Disagreement is appropriate answer.

La Mesa-Spring Valley Post-test Scores by Level

Post-test Appropriate Response (%)

	Grade 8	Grade 6		Grade 8	Grade 6
1.	83	92	11.	89	81
2.	83	70	12.	94	83
3.	89	89	13.	94	89
4.	100	84	14.	72	72
5.	72	47	15.	50	31
6.	89	66	16.	78	67
7.	94	100	17.	66	47
8.	100	89	18.	73	53
9.	89	94	19.	66	56
10.	84	91			

Ranked Importance of 12 Personal Needs
Identified with Career Choice
Pre-Test Only

Elementary Teachers			Secondary Teachers
Self-expression	4.37	3.60	Creativity and Challenge
Personal Values	4.44	4.38	Self-expression
Creativity and Challenge	4.63	4.83	Desire to Help and Serve
Desire to Help and Serve	4.85	5.15	Personal Values
Independence	5.38	5.53	Mastery and Achievement
Sense of Belonging	5.81	5.88	Income Level
Mastery and Achievement	5.98	5.93	Steady Income
Recognition and Praise	6.75	6.80	Independence
Steady Income	7.27	7.03	Recognition and Praise
Income Level	7.96	7.70	Sense of Belonging
Control and Direct Others	10.02	10.18	Control and Direct Others
Dependence on Others	10.54	11.03	Dependence on Others

MOUNT MIGUEL HIGH SCHOOL
TEACHER SURVEY
Post-Test

N=23

1. How involved were you in implementing Career Education during the past two years?

74% Actually changed some of my teaching strategies and/or content to reflect Career Education concepts.
22% Agree with the concepts, but they aren't applicable to my subject or assignment.
0% Don't accept the purposes of Career Education.
4% No response.

2. If you actually changed some strategies or concepts, how many students were exposed to the change?

4% Fewer than 10
30% 10-50
35% 51-100
13% Over 100
18% No response

3. How many times did you visit the Career Center or use Career Education materials from the Career Media Center during the past 12 months?

Range 0-20 times
Mean 2.80 times

What is your opinion of materials and services available there?

22% Of great benefit to me.
48% Of some benefit to me.
9% Of very little or no benefit to me.
21% No response.

4. How many times did you discuss Career Education with your site coordinator last year?

Individually
    Range 0-5 times
    Mean 1.53 times

In department or staff meetings
    Range 0-3 times
    Mean .92 times

Please indicate your opinion or knowledge of the following statements:

		Appropriate Response	
	STATEMENTS	Agree	Disagree
1.	Approximately 25% of each year's college graduates are in jobs that don't require a degree.	96%	
2.	A goal of Career Education is for all students to go directly into the work force after high school. having acquired salable skills.		65%
3.	A goal of Career Education is to have students in the primary grades make early career choices.		65%
4.	Career Education can make education more relevant by relating curriculum to careers.	96%	
5.	In Career Education all students should have the opportunity to participate in "on-the-job" work experience prior to graduation.	74%	
6.	Career Education program should be continuous from kindergarten to the 12th grade.	78%	
7.	The study of leisure time activities is part of Career Education.	91%	
8.	It is appropriate for junior high students to have on-site exploratory experiences.	91%	
9.	To have students develop career awareness in the elementary grades is a major goal of Career Education.	83%	
10.	Career orientation requires a study of the training and work-performed aspects of jobs.	83%	
11.	Students should study the various (15) "career clusters."	87%	

		Appropriate Response	
		Agree	Disagree
12.	An understanding of Career Education can be effectively developed in my subject area.	87%	
13.	The goals of Career Education are compatible with the purposes of education.	91%	
14.	Teachers should accept responsibility for implementation of the goals of Career Education.	78%	
15.	As part of the regular classroom activity I feel that I should attempt to identify individual student's career goals.	57%	
16.	This district is committed to Career Education.	78%	
17.	Career Education is another name for Vocational Education.		57%
18.	Most kids have unrealistically high aspirations.		35%
19.	The changing work ethic will destroy society if it continues in the direction it is going.		39%

Twelve personal needs are identified with career choice and job satisfaction. Indicate by numbers 1 through 12 the order in which they are important to most teachers at your school. (1=most important) N=19

Average	
3.58	Creativity and Challenge
4.47	Self-Expression
4.68	Mastery and Achievement
5.05	Steady Income
5.21	Personal Values
5.89	Independence
6.05	Desire to Help and Serve
6.84	Income Level
7.00	Recognition and Praise
8.21	A Sense of Belonging
9.00	Control and Direct Others
10.79	Dependence on Others

LA MESA-SPRING VALLEY
TEACHER SURVEY
Post-Test

N=26

1. How involved were you in implementing Career Education during the past two years?

38% Actually changed some of my teaching strategies and/or content to reflect Career Education concepts.
35% Agree with the concepts, but they aren't applicable to my subject or assignment.
15% Don't accept the purposes of Career Education.
12% No response.

2. If you actually changed some strategies or concepts, how many students were exposed to the change?

27% Fewer than 10
15% 10-50
8% 51-100
12% Over 100
38% No response

3. How many times did you visit the Career Center or use Career Education materials from the Career Media Center during the past 12 months?

Range 0-12 times
Mean 2.06 times

What is your opinion of materials and services available there?

0% Of great benefit to me.
35% Of some benefit to me.
15% Of very little or no benefit to me.
50% No response

4. How many times did you discuss Career Education with your site coordinator last year?

Individually
Range 0-10 times
Mean 1.50 times

In department or staff meetings
Range 0-4 times
Mean 1.31 times

Please indicate your opinion or knowledge of the following statements:

	Appropriate Response	
STATEMENTS	Agree	Disagree
1. Approximately 25% of each year's college graduates are in jobs that don't require a degree.	92%	
2. A goal of Career Education is for all students to go directly into the work force after high school, having acquired salable skills.		81%
3. A goal of Career Education is to have students in the primary grades make early career choices.		88%
4. Career Education can make education more relevant by relating curriculum to careers.	77%	
5. In Career Education all students should have the opportunity to participate in "on-the-job" work experience prior to graduation.	50%	
6. Career Education program should be continuous from kindergarten to the 12th grade.	58%	
7. The study of leisure time activities is part of Career Education.	73%	
8. It is appropriate for junior high students to have on-site exploratory experiences.	42%	
9. To have students develop career awareness in the elementary grades is a major goal of Career Education.	81%	
10. Career orientation requires a study of the training and work-performed aspects of jobs.	65%	
11. Students should study the various (15) "career clusters."	62%	

		Appropriate Response	
		Agree	Disagree
12.	An understanding of Career Education can be effectively developed in my subject area.	54%	
13.	The goals of Career Education are compatible with the purposes of education.	77%	
14.	Teachers should accept responsibility for implementation of the goals of Career Education.	50%	
15.	As part of the regular classroom activity I feel that I should attempt to identify individual student's career goals.	19%	
16.	This district is committed to Career Education.	42%	
17.	Career Education is another name for Vocational Education.		62%
18.	Most kids have unrealistically high aspirations.		42%
19.	The changing work ethic will destroy society if it continues in the direction it is going.		50%

Twelve personal needs are indentified with career choice and job satisfaction. Indicate by numbers 1 through 12 the order in which they are important to most teachers at your school. (1=most important) N=15

Average	
3.47	Desire to Help and Serve
3.93	Personal Values
4.67	Steady Income
5.07	Self-Expression
5.20	Creativity and Challenge
6.27	Mastery and Achievement
6.73	Income Level
6.87	Independence
6.87	A Sense of Belonging
7.87	Recognition and Praise
9.80	Control and Direct Others
10.80	Dependence on Others

San Diego County Department of Education
Cooperative Career Education Project
PRE/POST TEST -- CAREER EDUCATION INSERVICE
Adult Education Teachers, Mount Miguel High School N=26

	Strongly Agree		Tend to Agree		Tend to Disagree		Strongly Disagree		Omit/ No Opinion		Appropriate Response	
	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %
1. Approximately 25% of each year's college graduates are in jobs that don't require a degree.	12	38	50	42	8	8	8	--	23	12	62	80#
2. A goal of Career Education is for all students to go directly into the work force after high school, having acquired salable skills.	8	8	19	27	38	42	15	19	19	4	53	61
3. A goal of Career Education is to have students in the primary grades make early career choices.	--	8	35	35	27	23	27	31	12	4	54	54
4. Career Education can make education more relevant by relating curriculum to careers.	50	54	42	42	4	--	--	--	4	4	92#	96#
5. In Career Education all students should have the opportunity to participate in "on-the-job" work experience prior to graduation.	23	31	27	50	35	12	4	4	12	4	50	81#
6. Career Education programs should be continuous from kindergarten to the 12th grade.	12	54	42	31	15	8	15	4	15	4	54	85#
7. The study of leisure time activities is part of Career Education.	23	58	58	31	4	4	4	--	12	8	81#	89#

8. It is appropriate for junior high students to have on-site exploratory experiences.	31	42	57	50	4	4	4	--	4	4	88#	92#
9. To have students develop career awareness in the elementary grades is a major goal of Career Education.	15	38	54	38	8	15	8	--	15	8	69	76
0. Career orientation requires a study of the training and work-performed aspects of jobs.	27	42	69	50	--	4	--	--	4	4	96#	92#
1. Students should study the various (15) "career clusters."	35	42	31	50	--	4	--	--	35	4	66	92#
2. An understanding of Career Education can be effectively developed in my subject area.	31	46	46	38	4	8	4	--	15	8	77	84#
3. The goals of Career Education are compatible with the purposes of education.	46	58	42	42	4	--	--	--	8	--	88#	100#
4. Teachers should accept responsibility for implementation of the goals of Career Education.	19	35	42	54	8	8	4	--	27	4	61	89#
5. As part of the regular classroom activity I feel that I should attempt to identify individual student's career goals.	12	27	50	35	15	19	--	8	23	12	62	62

16. This district is committed to Career Education.	8	35	38	42	8	19	--	--	46	4	46	77
17. Career Education is another name for Vocational Education.	8	4	27	23	31	42	15	27	19	4	46	69
18. Most kids have unrealistically high aspirations.	4	8	12	23	42	50	12	12	23	15	54	62
19. The changing work ethic will destroy society if it continues in the direction it is going.	--	12	15	15	23	31	19	8	42	35	42	39
											# Above	80%
											5	11

35% with less than a B.A.
42% with a B.A.
23% with an M.A.

Years in Teaching:
1-5------58%
6-10-----15%
Over 10----27%

Personal Needs Satisfied by Teaching

Mean Rank	
3.12	Creativity and Challenge
4.62	Mastery and Achievement
4.77	Desire to Help and Serve
4.92	Self-Expression
5.42	Independence
5.88	Personal Values
6.69	Steady Income
7.12	Income Level
7.15	A Sense of Belonging
7.35	Recognition and Praise
9.96	Control and Direct Others
11.42	Dependence on Others

San Diego County Department of Education
Cooperative Career Education Project
Rancho/La Presa Elementary Schools - 6th Grade
La Mesa-Spring Valley School District

		Pre	Post	Control
1.	Attended an intersession class.	62%	79%	0
2.	Took a career class during intersession.	29%	31%	0
3.	Studied a career in depth.	34%	26%	0
4.	Days absent (Median)	--	7.1	7.3
5.	Score on Test of Occupational Cognizance (Mean)	--	7.8	7.7
6.	Appropriate answers on survey (attitudes and plans)			
	Mean	15.1	15.8	15.0
	Median	15.9	15.9	15.5

PERCENT GIVING APPROPRIATE RESPONSE

			Pre	Post	Control
D*	1.	To obtain advanced training for all the good occupations it is necessary to go to college.	8	8	14
A*	2.	People who are fired from their jobs are usually fired because they cannot get along with other people.	33	40	20
A	3.	My present school program will contribute toward success in my life work.	72#	70#	52
A	4.	Some jobs might be unsatisfactory for me even though I could do tasks necessary for success.	73#	58	66
D	5.	Most students should take college preparatory courses instead of vocational courses.	31	20	34
A	6.	I have investigated or studied careers in which I might possibly be successful.	51	57	69
A	7.	Girls now finishing high school will most likely work at a job for twenty years or more during their lifetime.	25	37	17
A	8.	A girl should have the same opportunities for a career that a boy has.	65	65	28
A	9.	Experiences we have in childhood affect our career choices.	64	68	62
A	10.	How we feel about ourselves affects our job choices.	63	61	62

*A-Agreement is appropriate answer. D-Disagreement is appropriate answer. #70% or above.

			Pre	Post	Contr
A	11.	New occupations are always coming into existence.	80#	76#	45
A	12.	More and more adults will be retrained for different occupations in the future.	55	56	52
A	13.	It is my responsibility to gather information about the world of work and occupations.	64	57	66
A	14.	How well I do in school may affect my occupational choice.	82#	76#	72#
A	15.	Changes in the national or world situation affects job opportunities.	67	70#	55
A	16.	Some occupations are enough alike to be classified as a set or group.	61	59	59
A	17.	Hobbies may have an effect on occupational choice.	78#	73#	83#
A	18.	Most workers in the future will probably have more leisure time than today's workers.	52	60	48
A	19.	I have a good idea of what working will be like.	60	76#	59
A	20.	I know what training is required for the job I want.	59	54	59
A	21.	I know how to get information about different occupations.	53	64	52
D	22.	Planning ahead is a waste of time because the future is so uncertain.	50	37	62
D	23.	There is only one "right" occupation for each individual.	66	58	62

			Pre	Post	Contro
D	24.	People should start preparing for an occupation only after they graduate from high school.	62	48	66
A	25.	Staying in my community will affect the number of occupations available to me.	37	41	41
A	26.	Liking people is more important in some jobs than in others.	77#	76#	62
A	27.	I may change my career plans within the next few years.	59	61	59
A	28.	I may change careers after I become employed.	41	43	72#
		Items above 70%	6	7	3
		Items above 50%	22	20	20

San Diego County Department of Education
Cooperative Career Education Project
Pre-/Post-Test Results
August 1974
La Presa Junior High School - 8th Grade
La Mesa-Spring Valley School District

	Pre %	Post %
Attended an intersession class.	56	63
Took a career class during intersession.	19	23
Studied a career in depth.	48	40
How many times did you visit the career center?	72/73	73/74
0	47	51
1	13	13
2	9	13
3+	30	23
What was your degree of satisfaction with the visit?		
Very	12	11
Quite	27	30
Somewhat	50	52
Not	10	7
Days Absent	72/73	73/74
Median	6.1	5.7
Appropriate answers on survey (attitudes and plans)		
Mean	15.9	17.5
Median	16.6	17.7

PERCENT GIVING APPROPRIATE RESPONSE

			Pre/	Post/
D*	1.	To obtain advanced training for all the good occupations it is necessary to go to college.	20	20
A*	2.	People who are fired from their jobs are usually fired because they cannot get along with other people.	30	30
A	3.	My present school program will contribute toward success in my life work.	52	62
A	4.	Some jobs might be unsatisfactory for me even though I could do tasks necessary for success.	66	77#
D	5.	Most students should take college preparatory courses instead of vocational courses.	30	24
A	6.	I have investigated or studied careers in which I might possibly be successful.	56	77#
A	7.	Girls now finishing high school will most likely work at a job for twenty years or more during their lifetime.	20	21
A	8.	A girl should have the same opportunities for a career that a boy has.	73	85#
A	9.	Experiences we have in childhood affect our career choices.	63	67
A	10.	How we feel about ourselves affects our job choices.	77#	84#
A	11.	New occupations are always coming into existence.	73	77#
A	12.	More and more adults will be retrained for different occupations in the future.	52	57

*A-Agreement is appropriate answer. D-Disagreement is appropriate answer. # 75% + level

			Pre/	Post/
A.	13.	It is my responsibility to gather information about the world of work and occupations	62	62
A	14.	How well I do in school may affect my occupational choice.	82#	85#
A	15.	Changes in the national or world situation affects job opportunities.	68	80#
A	16.	Some occupations are enough alike to be classified as a set or group.	60	70
A	17.	Hobbies may have an effect on occupational choice.	80#	80#
A	18.	Most workers in the future will probably have more leisure time than today's workers.	54	48
A	19.	I have a good idea of what working will be like.	63	73
A	20.	I know what training is required for the job I want.	63	61
A	21.	I know how to get information about different occupations.	60	65
D	22.	Planning ahead is a waste of time because the future is so uncertain.	55	61
D	23.	There is only one "right" occupation for each individual.	55	83#
D	24.	People should start preparing for an occupation only after they graduate from high school.	75#	74
A	25.	Staying in my community will affect the number of occupations available to me.	40	44

			Pre/	Post/
A	26.	Liking people is more important in some jobs than in others.	86#	85#
A	27.	I may change my career plans withing the next few years.	58	64
A	28.	I may change careers after I become employed.	44	36
		Number of items above 75%	5	10

San Diego County Department of Education
Cooperative Career Education Project
Mount Miguel High School
Pre-/Post Test Results
(Percentages)

		12th		11th		10th		9th
		Pre	Post	Pre	Post	Pre	Post	Post
1.	Have you ever visited the Career Center?							
	Yes	91	93	75	86	52	82	37
2.	How often during . . .	72/73	73/74	72/73	73/74	72/73	73/74	73/74
	0	22	7	34	18	62	26	63
	1	13	12	17	10	12	26	16
	2+ times	65	81	49	73	26	48	21
3.	How many of your regular classes provided career information or career study during . . .	72/73	73/74	72/73	73/74	72/73	73/74	73/74
	None	47	18	56	26	69	46	63
	One	35	44	33	55	21	36	31
	Two or More	18	38	11	19	10	18	6
4.	Survey Score (Attitudes, Knowledge, Plans)	Pre	Post	Pre	Post	Pre	Post	Post
	27-28	0	0	0	0	0	2	0
	25-26	4	9	2	6	2	8	2
	23-24	10	22	9	12	7	13	10
	21-22	20	22	20	20	17	8	32
	19-20	22	20	20	24	15	21	15
	17-18	18	9	16	16	20	18	10
	15-16	12	2	8	11	14	18	19
	13-14	4	2	13	6	9	8	8
	11-12	5	4	4	2	6	0	5
	10 or lower	6	9	9	3	9	4	0
	Mean:	18.3	19.7	17.2	19.2	16.8	18.6	18.3
	Median:	18.9	20.8	18.4	19.5	17.6	18.7	19.6
	Scored above 74% appropriate	34	53	31	38	26	31	44
5.	Test of Occupational Cognizance							
	Mean:	7.6	7.9		7.4		7.0	7.6
	Median:		8		7.5		6.9	7.3

PERCENT GIVING APPROPRIATE RESPONSE

			12th		11th		10th		9th
			Pre	Post	Pre	Post	Pre	Post	Post
D*	1.	To obtain advanced training for all the good occupations it is necessary to go to college.	47	40	37	35	37	18	7
A*	2.	People who are fired from their jobs are usually fired because they cannot get along with other people.	37	44	37	39	32	31	27
A	3.	My present school program will contribute toward success in my life work.	53	67	46	59	58	36	68
A	4.	Some jobs might be unsatisfactory for me even though I could do tasks necessary for success.	71	71	69	60	64	87#	73
D	5.	Most students should take college preparatory courses instead of vocational courses.	72	71	55	65	60	46	48
A	6.	I have investigated or studied careers in which I might possibly be successful.	62	84#	62	77#	56	59	63
A	7.	Girls now finishing high school will most likely work at a job for twenty years or more during their lifetime.	25	31	21	21	20	41	18
A	8.	A girl should have the same opportunities for a career that a boy has.	83#	91#	70	67	70	77#	79#

*A-Agreement is appropriate answer. D-Disagreement is appropriate answer.
#Above 75%

			12th		11th		10th		th
			Pre	Post	Pre	Post	Pre	Post	Post
A	9.	Experiences we have in childhood affect our career choices.	68	67	57	65	63	62	71
A	10.	How we feel about ourselves affects our job choices.	88#	89#	79#	86#	77#	85#	89#
A	11.	New occupations are always coming into existence.	76#	73	73	82#	63	67	81#
A	12.	More and more adults will be retrained for different occupations in the future.	56	56	52	58	57	69	71
A	13.	It is my responsibility to gather information about the world of work and occupations.	71	76#	66	84#	62	69	84#
A	14.	How well I do in school may affect my occupational choice.	71	78#	71	87#	79#	85#	94#
A	15.	Changes in the national or world situation affects job opportunities.	84#	91#	78#	85#	74	82#	89#
A	16.	Some occupations are enough alike to be classified as a set or group.	78#	78#	71	74	71	77#	86#
A	17.	Hobbies may have an effect on occupational choice.	86#	69	93#	85#	79#	92#	94#
A	18.	Most workers in the future will probably have more leisure time than today's workers.	74	53	58	56	59	59	58
A	19.	I have a good idea of what working will be like.	74	82#	83#	85#	66	82#	66

		12th		11th		10th		th
		Pre	Post	Pre	Post	Pre	Post	Post
A	20. I know what training is required for the job I want.	60	76#	64	77#	56	59	57
A	21. I know how to get information about different occupations.	66	64	62	80#	66	67	66
D	22. Planning ahead is a waste of time because the future is so uncertain.	72	71	56	74	65	74	73
D	23. There is only one "right" occupation for each individual.	75#	73	67	69	69	80#	73
D	24. People should start preparing for an occupation only after they graduate from high school.	85#	78#	73	88#	68	95#	84#
A	25. Staying in my community will affect the number of occupations available to me.	59	60	51	48	46	54	73
A	26. Liking people is more important in some jobs than in others.	75#	73	79#	83#	81#	92#	82#
A	27. I may change my career plans within the next few years.	62	60	57	62	47	67	68
A	28. I may change careers after I become employed.	59	56	47	48	47	49	36
Items for appropriate responses are above 75% level		9	10	5	12	4	11	9

A Comparison of High School Responses and Scores

	Group 1 (No in-depth study of a career)	Group 2 (In-depth study of 1 career)	Group 3 (In-depth study of more than 1 career)
Appropriate Responses on Survey (28 possible)			
Mean	18.5	19.1	20.8
Median	19.0	20.0	22.0
Test of Occupational Cognizance			
Mean	7.3	8.0	7.7
Median	7.0	8.0	8.0
Visited Career Center	26%	77%	82%
"Know training required for job they desire"			
Agree	48%	73%	74%
Disagree	32%	13%	22%
No Opinion	18%	13%	4%

San Diego County Department of Education
Cooperative Career Education Project

Student Survey of Career Centers

	La Presa Junior High %	Mount Miguel High School %
1. How many times have you visited the Career Center this year prior to this visit?		
0	15	8
1	8	-
2	4	10
3	8	4
4-7	33	27
8+	31	50
2. How many times did you visit the Center last year?		
0	73	48
1	4	6
2	6	13
3	2	4
4-7	6	4
8+	8	25
3. Why do you usually visit the Career Center?		
a) Career Information	10	27
b) Find out or apply for a job	17	55
c) Work permit	3	2
d) Work experience	7	11
e) Counseling	7	16
f) Social Security Card	-	-
g) Class assignment	24	5
h) Other	*31	5
4. Why did you come this time?		
a) Career Information	10	21
b) Find out or apply for a job	13	46
c) Work permit	2	8
d) Work experience	4	10
e) Counseling	2	13
f) Social Security Card	4	4
g) Class assignment	31	15
h) Other	*54	15

*"Just to visit," "To look at filmstrips" were predominate others.

	La Presa Junior High %	La Presa Junior High (Frequent Visitors)	Mount Miguel High School %	Mount Miguel High School (Frequent Visitors)
5. Were you satisfied with your visit?				
Yes	72	71	60	57
So-so	28	29	32	24
No	0	0	8	19
6. Is it easy to find what you want?				
Yes	69		58	
So-so	24		33	
No	7		9	

Career Center - Mount Miguel High School

Door Count (Actual Count divided by 2)

1973-74

Sept.-Oct.	2207
Nov.	2523
Dec.	2869
Jan.	2946
Feb.	3608
Mar.	2608
Apr.	2631
May	3546
June 11	2371
Total	25,309 (140 per day)

San Diego County Department of Education
Cooperative Career Education Project
GROSSMONT COMMUNITY COLLEGE
Pre-Test N-26
Post-Test N=23
Fall 1973

Statements	Strongly Agree Pre/Post	Tend To Agree Pre/Post	Tend To Disagree Pre/Post	Strongly Disagree Pre/Post	No Opinion Pre/Post	Appropriate Pre/Post	74 (Post)
1. To obtain advanced training for all the good occupations it is necessary to go to college.	23/17	50/35	19/30	8/17	--	27/47	(17)
2. People who are fired from their jobs are usually fired because they cannot get along with other people.	--	35/48	58/35	-/4	8/13	35/48	(50)
3. My present school program will contribute toward success in my life work.	23/39	54/52	12/4	--	12/4	#77/91#	(58)
4. Some jobs might be unsatisfactory for me even though I could do tasks necessary for success.	58/44	39/57	--	--	4/-	#97/100#	(64)
5. Most students should take college preparatory courses instead of vocational courses.	-/4	15/22	54/48	15/13	15/13	69/61	(58)
6. I have investigated or studied careers in which I might possibly be successful.	27/26	46/57	23/13	--	4/4	73/83#	(50)
7. Girls now finishing high school will most likely work at a job for twenty years or more during their lifetime.	19/22	23/22	39/39	8/4	12/13	42/44	(58)
8. A girl should have the same opportunities for a career that a boy has.	69/78	23/9	-/4	4/4	4/4	#92/87#	(100)#
9. Experiences we have in childhood affect our career choices.	42/39	46/52	8/9	--	4/-	#88/91#	(100)#
10. How we feel about ourselves affects our job choices.	62/70	35/22	4/9	--	--	#97/92#	(100)#
11. New occupations are always coming into existence.	39/57	46/39	12/-	--	4/4	#85/96#	(100)#
12. More and more adults will be retrained for different occupations in the future.	23/35	62/52	4/-	4/4	8/9	#85/87#	(84)#
13. It is my responsibility to gather information about the world of work and occupations.	46/61	27/39	4/-	4/-	19/-	73/100#	(84)#

14. How well I do in school may affect my occupational choice.	39/39	58/57	4/4	--	--	#97/96#	(83)#
15. Changes in the national or world situation affects job opportunities.	54/39	39/57	8/-	--	-/4	#93/96#	(100)
16. Some occupations are enough alike to be classified as a set or group.	35/30	39/65	12/-	--	15/4	74/95#	(92)#
17. Hobbies may have an effect on occupational choice.	26/33	61/67	9/-	--	4/-	#87/100#	(92)#
18. Most workers in the future will probably have more leisure time than today's workers.	35/38	61/57	4/5	--	--	#96/95#	(75)#
19. I have a good idea of what working will be like.	44/38	35/52	9/-	--	13/10	#79/90#	(84)#
20. I know what training is required for the job I want.	17/24	39/38	26/29	4/5	13/5	56/62	(42)
21. I know how to get information about different occupations.	17/38	44/52	30/10	4/-	4/-	61/90#	(83)#
22. Planning ahead is a waste of time because the future is so uncertain.	4/10	--	57/52	39/38	--	#96/90#	(66)
23. There is only one "right" occupation for each individual.	-/5	-/5	61/24	35/67	4/-	#96/91#	(92)#
24. People should start preparing for an occupation only after they graduate from high school.	-/14	9/-	35/33	57/48	-/5	#92/81#	(77)#
25. Staying in my community will affect the number of occupations available to me.	17/19	61/62	13/5	4/10	4/5	#78/81#	(92)#
26. Liking people is more important in some jobs than in others.	44/67	44/29	4/5	9/-	--	#88/96#	(92)#
27. I may change my career plans within the next few years.	35/29	48/62	13/10	--	4/-	#83/91#	(50)
28. I may change careers after I become employed.	9/24	61/67	22/10	4/-	4/-	70/91#	(59)
				Above 75%		18/23	(17)

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Pre-Test

7. What will most influence your Career Decisions? Ranked 1-6 N=23

		1	2	3	4	5	6	Mean
1.	Help To Others	10	-	2	4	6	1	3.0
3.	Income Level	4	4	8	1	4	2	3.1
3.	Security	3	6	4	5	5	-	3.1
3.	Challenge of Tasks	3	5	6	5	3	1	3.1
5.	Employment Opportunities	3	6	3	5	2	4	3.4
6.	Directing Others	-	2	-	3	3	15	5.3

Mean Rank by Youngest Third		Mean Rank by Eldest Third	
Help to Others	2.4	Security	2.6
Challenge	2.6	Income	2.9
Security	3.1	Challenge	3.1
Employment	4.1	Help to Others	3.4
Income	4.1	Employment	3.4
Directing	4.6	Directing	5.4

Post-Test

7. What will most influence your Career Decisions? Ranked 1-6 N=22

		1	2	3	4	5	6	Mean
2.	Challenge of Tasks	7	5	1	3	3	3	3.0
2.	Income	3	7	3	6	2	1	3.0
2.	Employment	2	3	10	7	-	-	3.0
4.5.	Security	5	2	5	3	5	2	3.3
4.5.	Help to Others	6	1	4	3	7	1	3.3
6.	Directing Others	-	2	-	-	5	15	5.4

Mean Rank by Youngest Third		Mean Rank by Eldest Third	
Security	2.8	Challenge	2.3
Income	3.3	Income	2.6
Help to Others	3.3	Security	3.3
Employment	3.4	Help to Others	3.4
Challenge	3.8	Employment	3.4
Directing	4.6	Directing	5.9

APPENDIX F

Final Evaluation Report of Part C Career Education Projects

FINAL EVALUATION REPORT
OF
PART C CAREER EDUCATION PROJECTS

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January 1975

ABSTRACT

An evaluation/audit report of eight Career Education projects funded during the 1973-74 school year under Part C of the Vocational Education Act of 1963, as amended, is provided. Activities and reports of four site-specific investigators from Educational Testing Service form the basis for the final report. These investigators made four site visits to each of these projects during the funding year. Descriptions of the background of selection, contexts in which the projects were developed, the separate programmatic components of the projects, and the processes and objectives within the components are provided in the report.

The eight projects participating in the VEA funding were selected through review procedures established by a unit of the California Department of Education known as the Career Education Task Force. In the selection of the projects a goal of this unit was to obtain diversity in geographical location, size, grade levels and complexity of school district organization. Experience gained through this diversity would provide direction for the further development of Career Education programs throughout the entire state.

VEA funds granted to these projects for all activities totaled approximately $696,000. This funding, supplemented by local resources, provided for a wide range of developmental activities. The largest single expenditure, $160,000, for any activity across all projects was for inservice education for staff. Approximately 29,000 students in grades preK through adult school participated to some extent in these projects. Teacher participants numbered approximately 1,390; counselors and other ancillary personnel were approximately 190.

The planning and management of these projects was implemented through a system known as PAMES, used somewhat uniformly across all projects. PAMES documents describe the necessary events and processes designed to achieve the goals of the projects, indicate responsibilities, and state the kind of evaluation documentation to be provided. ETS site visitors concluded that, with limited exception, the projects did develop and maintain the activities to which they were committed under their grants. The impact of the inservice program upon staffs is indicated by the accomplishments of teachers and counselors in providing for Career Education experiences within the regular curricula, in developing instructional units and materials, and in their holding of positive attitudes toward the Career Education movement. Short-term effects of the instructional programs upon students appeared to be achieved, although data concerning some desired student outcomes as indicated by the Department of Education are somewhat inconclusive.

ACKNOWLEDGEMENTS

Site visitors for Educational Testing Service wish to express their appreciation to those members of the California Career Education Task Force who accompanied us to these projects. Assistance of members of the Task Force in defining the roles of all parties engaged in this study, in clarifying the nature of the study, and in resolving issues which emerged during the site visits was invaluable.

Appreciation is also expressed to Ms. Gail Hare, staff member in the ETS Berkeley office, for her editorial assistance in the preparation of the final report of our activities.

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Camino Cooperative Project
Sacramento City Unified School District

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PREFACE

During the 1973-74 school year, site visitors from Educational Testing Service, acting as independent third party evaluator-auditors of eight Career Education projects being funded through Part C of Public Law 90-576 (the Vocational Education Act of 1963, as amended), made four site visits to each of these projects. The first site visit occurred in September 1973, for a three day period, the second visit in October or November 1973, for a two day period, the third in January or February 1974, for one day, and the fourth visit in June or July 1974, for two days. During all site visits the third party representatives were accompanied by one or more members of the California Career Education Task Force.

The responsibilities assumed by the third party agency during these site visits included those of auditor, monitor, and consultant in assisting local project staffs to carry out the written objectives of their projects. The purpose of each site visit varied. The first was directed to reviewing, achieving clarification, and determining the appropriateness of the specified evaluation designs, instruments, and techniques for measuring the extent of accomplishment of the objectives of the different components of each project. During this site visit, ETS representatives stressed the role of consultant and attempted to provide assistance to local project staffs in improving, clarifying, or refining any elements of the project design which seemed to require such improvement or clarification.

The second site visit stressed the monitoring function, particularly with respect to the degree to which projects had obtained the required pre-treatment data as indicated by the agreed-upon evaluation design. The third site visit also stressed the monitoring (and auditing) function. Of particular interest during this site visit was a review of the extent to which actual production in the projects was keeping step with anticipated production. The fourth and final site visit was directed to the auditing of all post-treatment data available at the time of the site visit.

This report provides a descriptive overview of each project and a review of its accomplishments as determined through the site visits and a reading of final evaluation reports from five projects. The report follows the general specifications for reporting as provided by the American Institute for Research in its document "Preparing Evaluation Reports: A Guide for Authors".

I. CONTEXT

This report provides program descriptions, an overview of goals and objectives, program evaluations, and the background of selection of the Career Education projects funded during the 1973-74 school year through Part C of Public Law 90-576 (the Vocational Education Act of 1963, as amended) in eight different California locations.

Selection of these eight sites for funding was coordinated by a unit of the California State Department of Education known as the Career Eeucation Task Force. This Task Force, made up of members from all units in the Department, solicited and reviewed proposals from the field and made a selection of sites to be funded according to criteria set by the Department. Sites were selected that would provide composite information representing different geographic areas; population settings of rural, suburban and urban; high, low and medium socioeconomic areas; and communities of various ethnic composition. In addition to these criteria, the previous record of the school district, combination of school districts, or county office of education in successfully carrying out projects previously funded with state and federal funds was of particular importance in the final selection of sites. Six of these eight projects had been previously funded during the 1972-73 school year under Part C of Public Law 90-576. To some extent these six programs were able to capitalize upon the experience gained during the previous year. For the purposes of this report, however, all project activity conducted during the 1973-74 year should be regarded as independent of previous Career Education funding.

The following paragraphs will name and describe the counties or school districts within counties which comprise the eight project sites.

Camino Cooperative Project: This is a cooperative effort of nine small elementary districts of El Dorado County, The El Dorado Union High School District, and Sacramento City College. The geographic area involved extends from the Sacramento Valley up the western slopes of the Sierra Nevada mountains. El Dorado County has a population of 46,100 by the most recent estimates. The population setting ranges from rural, semi-agricultural to urban-industrial. Per capita income in the county ranks 57th of the 58 California Counties. Unemployment is high; the unemployment rate was estimated at about 14% of the available working population at the time this project began.

The educational setting shows thirteen local elementary districts feeding into a single high school district with two high schools. Only about five percent of the graduates of these two high schools find work within the county. This area is served by the Los Rios Community College District, which has four campuses to serve Sacramento and neighboring counties.

Covina-Valley Unified School District: This is a project involving eight pilot elementary schools (of sixteen), four (of four) intermediate schools, three (of three) comprehensive high schools, the tri-community adult school, and the Mt. San Antonio Community College. The Covina-Valley Unified School District is a low-wealth district in Los Angeles County serving the communities of Covina and West Covina and unincorporated county territory. The area is characterized as a suburban "bedroom" community with little industry. There is a regional concentration of retail and health service businesses. Approximately 50% of the employed people are involved in professional, technical, or management positions. Another 25% are involved in clerical, secretarial and sales work; 15% in crafts, machine operations and/or skilled labor. The career opportunities for youth are varied, with many types of business, industry and agricultural opportunities being potentially available to students completing the high school and/or community college programs.

The population of the area served by the district is about 100,000. "High taxes" provide support per child for public education at well below the county average, and the district ranks in the lower quartile of per-pupil expenditures of the 42 unified school districts in Los Angeles County. The Covina-Valley Unified School District enrolls approximately 17,000 students in grades K-12, of which approximately 8,000 are elementary, 3,000 intermediate, and 6,000 high school students (including continuation high school). During the past ten years, a changing population has been reflected in lowered ability and achievement at entry into the school program and an increase in minority population. About 1000 families currently are receiving aid through dependent-child programs. Eight percent of the population have Spanish surnames, 8% are Black, and 1% are Oriental. The mobility rate of the population is between 20% and 25% annually.

Los Angeles City Unified School District: This is a project which involves a selected group of schools from the total district: six elementary schools, three junior high schools, and one high school. The district itself hardly needs description. It is contained within the second largest Standard Metropolitan Statistical Area (LA-Long Beach with population over seven million) of the 1970 U.S. census. There is a school enrollment in this Standard Metropolitan Statistical Area of approximately 500,000 elementary pupils (roughly 44% Black or of Spanish heritage) and 200,000 high school pupils (roughly 38% Black or of Spanish heritage). The project being conducted through Part C funding is but a minor part of the total Career Education effort currently underway in the district.

Richmond Unified School District: This is a project operating generally for students who live within the Model Neighborhood Area of Richmond. The project involves one elementary school (of 49), one junior high school (of six), one high school (of seven), the Adult School, and the Contra Costa Community College.

The Model Neighborhood Area in Richmond covers an area of 2.4 square miles, centering on the old downtown area, and has a population of 18,500 according to the 1970 census. The total district encompasses an area of 210 square miles, with a population of 180,000. There is a total student population of 40,000 in the Richmond Unified School District.

The ethnic composition of the Model Neighborhood Area is 81% Black, and 17% white (including Spanish Americans). Unemployment in this area is extremely high; a survey by the Department of Human Resources Development estimated the unemployment rate at 18%. Additional socioeconomic indicators of interest in the Model Neighborhood Area are the median income level, which is $7,300, and the frequency of welfare recipients, which is the highest of any area in the county. In August of 1972, 54% of the area population received public assistance. In terms of educational attainment, over 90% of the students in the Model Neighborhood Area are disadvantaged, using State Department of Vocational Education standards.

Sacramento City Unified School District: This is a project involving two elementary schools, which were chosen in part because of differences in the student population. At one school, the ethnic composition is 55% ethnic minority (including many from bilingual families) and 45% white. Approximately 54% of the students at this school are from families receiving dependent-child aid. The other elementary school has an ethnic composition of 75% white and 25% ethnic minority, with 12.6% of the students from families receiving dependent-child assistance. This latter school also serves the deaf children of the district, who take part in the Career Education Project as do students in the regular program.

The Sacramento City Unified School District as a whole serves a student population of about 45,000 students. It is a typically urban district which has a racial mixture of about 60% white and 40% other ethnic groups. One of every five students in the district is from a family which receives dependent-child aid.

San Diego Cooperative Career Education Project: This is a project involving the cooperation of the San Diego County Department of Education, La Mesa-Spring Valley School District, Grossmont Union High School District, and Grossmont Community College District. The project involves students from two elementary schools, one junior high school, one high school, the adult school, and the community college. The targeted schools are in the Spring Valley area of the county, which is an eastern suburb of San Diego and south of La Mesa.

The population of the area served by the project involves over 5,000 students, and is typically middle-class. The area is predominantly residential (suburban housing), service businesses and light industry. Approximately 18% of the population is of Spanish surname one percent is Black, and less than one percent is other minorities. About 7% of the total population has income below the poverty level.

Santa Barbara Career Education Project: This is a project involving the Santa Barbara School District (grades PreK-6), the Santa Barbara High School District (grades 7-12), and the Santa Barbara Community College District. Included in the project are three preschools, five elementary schools, two junior high schools, three high schools (including the continuation high school), the Santa Barbara Community College, and the Adult School.

Santa Barbara County lies in the southwest portion of California, bordered on the north by San Luis Obispo and Kern Counties, on the east by Ventura County, and on the south and west by the Pacific Ocean. The population of the county is approximately 263,000, with the largest number of persons residing in the greater Santa Barbara and Goleta Valley areas, which are basically the regions served by the project. These combined areas are called the South Coast portion of the county. The South Coast economy is based on tourism, properties and pensions income, University of California-Santa Barbara, manufacturing/R & D, agriculture, and government.

Sonoma County Project: This is a project involving seven elementary schools, three junior high schools, and four senior high schools (including the continuation high school) in Sonoma County. There is a total school enrollment of elementary pupils in Sonoma County of approximately 30,000 (roughly 89% white, 7% Spanish surname, 2% Black, and 2% other minorities. The secondary school enrollment of the county is approximately 22,000 (roughly 90% white, 6% Spanish surname, 2% Black, and 2% other minorities).

The major basic sectors of the Sonoma County economy are government, retail trade, services, light manufacturing, and agriculture. The unemployment rate in the Santa Rosa Standard Metropolitan Statistical Area, as of the 1970 census, was 7.3% of the labor force. The percent of persons below poverty level in this SMSA was 13.3%.

A more complete description of each of these projects is provided in the next chapter.

II. PROGRAM DESCRIPTION

Career Education, as indicated in documents provided by the California Career Education Task Force, is a national educational reform movement. The concept is further defined in the statement below.

> "The ultimate goal of career education is to develop young adults who are rational, self-directed decision makers.
>
> Career education is not a program or course to be taught independently. It is a concept that must permeate the entire educational process. It involves all students, from early childhood through the adult years. It provides a comprehensive approach to preparation for citizenship, career development, and satisfying life style. The emphasis is on the individual in programs that are articulated from level to level, and interdisciplinary in approach.
>
> Students must be provided an opportunity to assess personal interests, aptitudes and aspirations, to explore educational and occupational opportunities, and to identify requirements for experiencing success in pursuing goals of their education."*

All projects funded during the 1973-74 year produced written statements of the goals and objectives for the several components of each project. These statements are contained within the PAMES documents for the projects. PAMES (Project Activity Management and Evaluation System) is a procedure created by Educational Turnkey Systems, Inc. (Turnkey), of Washington, D.C. PAMES was created by Turnkey during the 1972-73 year of funding of the California Career Education projects being conducted under Parts C and D of Public Law 90-576. During that year of funding, Turnkey had been contracted by the California State Department of Education as an independent third party evaluator-auditor. The responsibilities charged to Turnkey were to monitor the progress of the sites and to report on the degree to which each site was able to accomplish its stated objectives. Thus, PAMES documents were created out of the need to monitor each project effectively. On paper the PAMES system provides for a description of projected activities with a support statement of the rationale behind each activity. Goal statements, statements of objectives, time lines, responsibilities of contracted personnel, evaluation procedures, and budget are indicated in some detail for each activity. When a PAMES document is completed, accepted by the funding agency, and money for the project allocated, the document becomes, in effect, a contract between the project and the funding agency for carrying out the project. As action research projects, the projects proceed with the implementation of the activities provided for in their contracts. As action research projects, some latitude is provided for in each project to change both the objectives and implementation procedures as experience dictates during the course of the project.

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* California State Department of Education, Career Education Task Force. Request for proposal for the evaluation of career education projects. July 30, 1973. p.2.

Scope Of The Projects

Each of these projects is a one-year action research project directed toward providing the local interdisciplinary effort which will lead to the achievement, by students, of Career Education concepts. The efforts provided for through Part C funding, augmented by some district funds, are consonant with the definitions given by the California Career Education Task Force. That is, the projects did not apply to develop programs or courses or activities to be added on and taught independently. The planned experiences were to be comprehensive and interrelated. They were to permeate the entire educational process and involve staff members in a cooperative, interdisciplinary effort. A positive recognition of individual differences in abilities, interests, and values, in an attempt to prepare students for citizenship, careers, and satisfying life styles was provided for.

Each of these projects had several components, which, under administrative direction, provided the organizational structure required for implementation of the total effort. Each component in each project had its own set of goals and objectives. These are described in Chapter III of this report. A general description of the components within each project is provided below.

Camino Cooperative Project

Needs Assessment. This basic component was directed to the identification of specific needs for career education materials and opportunities for the placement of career education student activities within the total curriculum. The identification of such needs and opportunities was to provide direction for related activities to be conducted within other components. Such direction would insure that the related activities would be relevant, and could be used effectively to increase desired student knowledge and other competencies in career education concepts. More specifically, the assessment was directed to the determination of needs for a Career Information Bank, for inservice education for staff, work experience for selected students, and other career education learning experiences for all students in the cooperating schools.

Career Information Bank. This component was directed to the gathering and local production of career information materials. The provision for a comprehensive listing of community resources and audio-visual materials useful to students at grades 4, 8, and 9-12, and procedures for making the listings available to students was seen as a requirement for awareness of and orientation to occupational, avocational, and educational opportunities. Of particular interest in this project is the fact that selected students at grades 4 and 8 would be responsible for production of many of the audio-visual materials.

Inservice Education. This component provided workshops and other inservice activities designed to develop staff expertise in the production and utilization of Career Education materials.

Impact Learning Activities. This component made available first-hand experience as a learning procedure for students. Field study trips and community resource persons were provided to all students in the 4th and 8th grades in participating elementary school districts and to selected students at the high school and community college levels.

Work Experience. This component provided an extension of the first-hand experience model of learning. The various participating districts designed their own work experience programs, in cooperation with selected staff of the schools, community, business and industry. This component provided both on- and off-campus work experience for students in grades 8, 11, 12 and adult levels, according to the interests of the students.

Guidance. Guidance and counseling activities for all students in grades 4 and 8, and for selected students in grades 9-14, were provided for in this component. The activities were designed to provide an opportunity for students to identify some of their attitudes, aptitudes, career interests, and values, and to correlate these with their current academic involvement and knowledge of the working environment.

Covina-Valley Unified School District

Guidance. This component was designed to provide guidance, counseling, and information systems to students, teachers, counselors and administrators at grades K-14. The intent was to provide systematic activities at the elementary, intermediate, high school, adult and community college levels which would support and complement curriculum and instruction efforts, whereby guidance would become an integral part of the process to help students plan and prepare for productive careers. Teachers, administrators, and students were identified as being within the scope of the guidance component.

Program and Staff Development. This component was designed to provide refocusing and refining of course objectives and instructional strategies through workshops and seminars for intermediate, high school, adult, and community college teachers. The component provided an extension of previous staff development activities in Career Education by creating an opportunity for teachers to consolidate conceptual gains, and to assimilate new ideas, materials, and procedures. The summer 1973 period was utilized to maximize the possible opportunities, since summer is a time when teachers are less burdened by other obligations.

Secondary Curriculum Development. The Career Education program for students in grades 7-12 was extended and expanded from seven curriculum areas (previous effort) to twelve areas through this component. The pilot modeling work was done with agriculture, business education, home economics, industrial arts, English, mathematics, and science. The five additional areas were art, foreign language, music, physical education, and social studies. In addition to developing the new curriculum areas, the seven original areas were also further expanded and nurtured to provide coordinated career development activities for students.

Elementary Staff Development. This component was designed to develop and implement an elementary curriculum consonant with the Career Education philosophies. The design and procedures were to be modeled after the effort in grades 7-12. The component provided for a full spectrum of staff development, performance contracts for product development, and implementation of career-related activities to help students meet Career Education program objectives.

Assessment of the Career Development Status of Students. An assessment of the level of student maturity with respect to career/self awareness, career exploration, decision making, career planning and preparation, and job entry skill and educational requirements was provided. This component called for the refinement of existing measuring instruments and procedures, as well as for the development of new ones. Pre-post assessment procedures were provided as a measure of the effectiveness of the component.

Adult Education. This component provided for the development and implementation of an adult program at the Tri-Community Adult School in seven curriculum areas. Emphasis was placed on staff, curriculum and guidance activities. The component was designed to bring adult education students in contact with the concepts involved in a comprehensive Career Education project.

Articulation with the Community College. This component provided for the development of curriculum and career and personal guidance procedures for students planning to attend a community college. The intent of this component was to create working relationships between high school teachers and community college instructors in order to build "curriculum bridges", "career development bridges", and "personal career guidance bridges" for students planning to attend the community college.

Administration. The administrative, coordinative and secretarial support necessary to implement the activities defined within the other components was provided through this component. The function of the component was to prescribe, manage, monitor, control, complete and evaluate procedures and products of the project in order to achieve Career Education goals and objectives.

Los Angeles City Unified School District

Counselor Aid Inservice Training. This component provided six sessions of approximately four hours in length for the inservice training of the Counselor Aides. Counselor Aide assistance was designed to enhance and supplement the counseling services provided to students in project schools. The inservice sessions provided opportunities to meet specific objectives of imparting information to the Counselor Aides and obtaining feedback from them.

Professional Staff Inservice Training. This component provided for inservice training sessions for the professional staff involved in supervising the Counselor Aides. Three meetings were held, one being a joint meeting with the Aides. The Counselor inservice concentrated on the familiarization of the counselors with the background of the program, the education and training of the Aides, and the research and data collection aspects of the program.

Formative Evaluation of Counselor Aide Impact. In this component, a series of research questions were identified as related to the impact of the Counselor Aide program. A series of instruments were developed for the assessment of these questions.

Richmond Unified School District

School Community Involvement. This component was designed to enlist the cooperation of community resource persons and parents in the implementation of a Career Education program effort in the Richmond Model Neighborhood project area. Coordinating roles were to be established for project school sites, whereby they would serve as a bridge between school and community in the career educative process. An attempt was to be made to integrate the efforts of teachers, students, parents, employers, labor organizations, and social agencies to provide school and community support and motivation for a Career Education program.

Curriculum Development and Implementation. This component provided for the establishment of Career Education curricula by project staff in grades Pre-K to Adult. The curriculum was designed to provide project students with the experiences, skills, attitudes, and understandings essential in making pertinent career choices and decisions. The model for curriculum development was to be constructed in a way which would provide structure, organization and direction for a more expedient way of implementing Career Education concepts in project schools.

Study Trips. First hand world-of-work experiences for students were provided by this component. Site visits were arranged so that students could watch and talk with workers on the job. Students were assigned to particular study trips according to their interests.

Inservice Training. This component provided for inservice training for teachers in innovative Career Education and guidance techniques and skills. Project teachers met during the summer of 1973 to gain career knowledge and to begin to develop approaches which would help them to implement and teach Career Education concepts in the Pre-K through Adult levels.

Career Guidance Centers. Career guidance centers at each project site were provided through this component. The intent of the centers was to give project staff and students access to materials that would help them explore career options and opportunities. The Career Education information made available through the centers included written materials, audio-visual aids, films, and personal contact with resource persons.

Guidance and Placement. This component was designed to provide experiences for the student which would help him in overall career development. The career guidance strategy was to attempt to help the student understand personal characteristics such as abilities, interests, attitudes and values, and to provide experiences that would enable the student to act upon this understanding. Counseling techniques which were to be explored and developed sequentially included counseling orientation, appraisal and research, group and individual guidance, placement, and follow-up experiences and activities.

Sacramento City Unified School District

Identification of Pertinent Career Clusters. This component provided for the establishment of committees at each project school to assess resources and interests so that a determination could be made regarding pertinent career clusters for inclusion in the program. This required that the staff and committee members would attain an awareness and understanding of the cluster concept as developed by the United States Office of Education. An interesting facet of these committees was that both students at an intermediate level and community representatives were part of the decision making process in identifying the clusters.

Staff Inservice Training. This component provided for the dissemination of information and for training in the concepts and goals of Career Education and in the comprehensive processes of research and development necessary for the successful implementation of a program. This inservice training was provided both for the project staff and for participating community representatives when appropriate.

Identification and Use of Community Resources. Community resources which could provide learning experiences for students at both elementary schools in the chosen career clusters were identified through this component. The intent of the component was to utilize real life models and first hand experiences to enhance the instructional program in the areas of career and self awareness.

Development of Media Resource Centers. The media resource centers provided for in this component were designed for use by staff for the development of learning activities and by students as a part of the learning process. The centers would provide both teachers and students with needed access to up-to-date materials related to Career Education and specifically to the career clusters. All project participants, including the community resource persons, were encouraged to expand on the available materials in the center.

Integration of Career Instruction and Guidance with Existing Programs of Instruction and Guidance. This component provided for the integration of Career Education goals and concepts with the existing programs of instruction and guidance, in order to best meet the needs of students. Particular emphasis was placed on career and self awareness and attitude and personal development.

San Diego County Cooperative Project

Development of Curriculum Materials. The development of comprehensive and goal-related career activity packages was provided through this component. Teacher teams contracted for the development and implementation of these curricular packages. The curricular materials were directed towards helping students increase self awareness, career awareness, and career orientation.

Staff Development. This component was closely related to the development of curriculum materials, as it was felt that inservice training was necessary for the development of appropriate materials, and that the actual process of developing materials would increase teachers' understandings of Career Education concepts. Staff development was also seen as essential for the successful implementation of materials by those teachers who had not participated in materials development. The model for the inservice program involved individual and small group consultations, extension classes, and district-sponsored workshops.

Exploratory Experiences for Students. This component had been planned to provide first hand experiences for students in order to increase exposure to the actual work world. However, the component was eliminated because of legislative restrictions and other difficulties.

Career and Media Centers. This component provided for the establishment of career and media centers that could provide up-to-date career information helpful to both teachers and students. The centers located on elementary sites were to be primarily media centers for self awareness and career awareness materials. The intermediate, secondary, adult, and community college centers were to provide a base for student exploration of individual career interests, as well as to provide assistance to teachers in developing Career Education activities in the classroom.

Community Information Exchange. Cooperation and an exchange of information and effort between the school and the community were provided through this component. A Community Resource Committee was to be established to include representation from all project components. An important facet of the component was the exchange of information with parents and their involvement in the Career Education project.

Santa Barbara Career Education Project

Curriculum Development. This component provided strategies for infusing Career Education concepts at each grade level in every subject area, thus integrating the Career Education experience into the regular curriculum rather than developing a special, separate, structured program. The component was designed to provide guidelines and assistance in the way of a demonstration of activities that teachers could adapt to their classrooms.

Inservice Training. This component provided for exposure for project teachers to the concepts and philosophies of Career Education and to specific activities which would provide a focus for effort. The inservice activities included group workshops, extension courses taught through the University of California at Santa Barbara, and individual and small group meetings on a continuous basis.

Classroom Extension Activities. This component provided for ways in which the educational process could be extended into the community, and the community could be brought into the classroom. Field trips at the pre-school level were an integral part of the curriculum. At the elementary and secondary levels field trips were more limited, but guest speakers in the classroom were widely used.

Media and Materials Production and Use. A Resource Media Specialist, basically a graphic artist, was provided to staff in this component. The Media Specialist assisted teachers in the development of curriculum materials in addition to other graphic work. Another part of this component was the production of videotape by high school students. The students produced guidance interviews and five career tapes which showed career clusters of interest and appropriateness in the curriculum.

Secondary Career Exploration and Orientation. This component provided for the establishment of Career Information Centers in the secondary schools of the project. The intent of the Centers was to extend and supplement the activities made available by classroom teachers and counselors. In addition to housing a wide selection of career information materials, this component offered seminars and guest speakers, assisted teachers in curriculum development, organized field trip experiences, and offered interest surveys to aid in career exploration.

Career Counseling. This component provided for the administration of a Student Counseling Survey designed to determine the students' needs for career counseling to all students in project high schools. Priorities for career counseling activities were thereby established, and counselors were encouraged to use the information yielded by the Survey in their regular counseling activities with individual students.

Placement Assistance. Assistance to students in becoming placed in paid employment after graduation was provided through this component. The assistance included interview training seminars, field trips, and appointments for interviews for real employment.

Community College Career Development. This component provided a variety of Career Education experiences to day and evening community college students. These experiences included classroom instruction, testing, and in-depth career counseling.

Adult Career Guidance. Access to career information, career testing, and career counseling services to adults in basic education programs and other programs designed to serve low income and unemployed persons was provided through this component. An extension of basic services already provided by such agencies as the Catholic Social Service and the Department of Human Resources Development was made possible. A mobile career information van provided access to adults in low income census areas who were not receiving service through previously organized agencies.

Community Involvement. This component enabled the project to develop an organization of lay advisers and community resource persons and affiliate such persons with several other components of the project.

Administration. This component provided for the leadership, management, and fiscal control necessary to all other components.

Sonoma County Project

Teacher Inservice. A series of four workshops designed to develop among teachers a conceptualization of the Career Education movement and provide experience with the development of appropriate materials and instructional strategies was provided. The workshops were staggered throughout the school year to capitalize upon the growing experience of teachers in different phases of Career Education activity.

Counselor Interns. This component provided graduate counselor interns as a resource to teachers in facilitating their Career Education development activities throughout the year.

Administration. This component provided for the management and fiscal control of the other components.

Student Career Awareness. A set of pupil performance objectives was written which provided teachers and others the kinds of evidence which could be used as indicators of the success of the cooperative project.

The descriptions of the components provided above are now used to create more generalized descriptions or syntheses of the total effort within each project site.

Camino Cooperative Project. The heart of this project was to develop a Career Information Bank, broadly defined as a set of learning experiences and instructional materials relevant to the assessed needs of elementary and high school pupils in El Dorado County. Selected students and staff from grades 4, 8, 9-14 were responsible for the development of the instructional materials. Learning experiences were provided through classroom, work experience, and inservice workshop situations.

Covina-Valley Unified School District. In this project, the guidance component is seen as the core of the effort. Secondary and elementary curriculum development and instruction are given support and assistance through the guidance component. Guidance can be seen as the integral unifying force in instilling the Career Education concepts. It provides the systematic scope necessary to an effort which spans grades K-14. In line with its central position in the design of the project, the guidance component received the largest award of VEA funds. An assessment of the career development status of high school pupils was provided for through measuring instruments developed locally.

Los Angeles City Unified School District. The thrust of the small project funded through VEA-Part C funds was to determine the effectiveness of a Counselor Aide program in providing short-term goal assistance to the on-going counseling programs in the Los Angeles Unified School District. It was anticipated that local experiences with the Counselor Aide program during the 1973-74 year would provide a procedural basis for developing a much needed corps of credentialed minority counselors for public education institutions.

Richmond Unified School District. This project was designed to focus on the career development needs of children and adults from an inner city, disadvantaged environment. The project was comprehensive, providing for a wide variety of career experiences both in the classrooms and in the community, and intensive, as considerable effort was made by regular staff members and project staff to provide a curriculum heavily integrated with Career Education concepts.

Sacramento City Unified School District. The focus of this project limited to two elementary schools was to locate appropriate opportunities for the integration of career instruction and guidance within an existing curriculum, and to identify or develop materials which could be used to implement the integration.

San Diego County Cooperative Project. The purpose of this project was to change the existing instructional procedures in the cooperating schools so that students would experience career development as an integral part of their school program. A number of procedural elements were identified to require change. Staff development programs laid the basis for directing the nature of the change. Appropriate instructional materials and student learning experiences were selected and developed.

Santa Barbara Career Education Project. This comprehensive project was built upon the extensive guidance, work experience, and vocational education programs which had been successful in this district for a number of years. The intent of the current effort was to develop a set of tested experiences for bringing Career Education concepts into the regular classrooms and to provide in-depth and intensive career experiences by integrating regular classroom experiences with those provided by specialists. Emphasis in this project was on the development of a model for other districts interested in implementing a "total" career education program. An extensive inservice training program for staff was provided.

Sonoma County Project. This project concentrated on a developmental model which brought one teacher from each of fourteen different buildings together for four inservice workshops. These teachers then returned to their buildings to use their training in the development of a Career Education team, planning a limited Career Education Program, and implementing Career Education activities.

Budget

These projects were allocated federal funds through Part C of the Vocational Education Act (VEA, Part C) as indicated in Table 1. State and local funds were used to supplement the federal money. It should be emphasized that the state and local funds do not represent new monies but the inclusion of funds available through previously existing regular or special programs into a total Career Education effort.

The distribution of project funds to the various components of each project is in accordance with the level of effort, personnel, and material required for development of a component. Of a total of approximately $696,000 in VEA, Part C, funds allocated, approximately $160,000 went to the Inservice Education component, the one component included in all of the project designs. Components encompassing curriculum development and classroom learning activities and components involving guidance (including Career Guidance Centers) also received substantial allocations across projects.

It should be noted once again that these projects are budgeted and function as research and development programs. Many of the costs during developmental periods will exceed the costs incurred when the guidance and instructional models are replicated in other districts. For example, the charges for a full-time project director would not be necessary since the curriculum director for a district could assume this function. Costs of designing, editing, piloting and first-time production of new instructional and guidance materials would not be assumed by a district replicating the curriculum model. Some costs, however, such as those of inservice education, are likely to remain the same in districts of similar size.

Table 1

Distribution of Project Funds, By Source and Component, For Each Part C Project

Project	Component	VEA, Part C Funds	State and Local Funds	Total Funds
Camino	1. Needs Assessment	$ 624	$ 220	$ 844
	2. Career Information Bank	19,868	3,060	22,928
	3. Inservice Education	26,520	34,110	60,630
	4. Impact Learning Activities	7,750	11,368	19,118
	5. Work Experience	1,390	1,704	3,094
	6. Guidance	13,224	113,320	126,544
	TOTAL	$ 69,376	$163,782	$233,158
Covina-Valley	1. Guidance	$ 49,500	$ 29,233	$ 78,733
	2. Program and Staff Development	18,185	2,900	21,085
	3. Curriculum Development, Secondary	23,050	2,000	25,050
	4. Curriculum Development, Elementary	20,424	11,986	32,410
	5. Assessment of Career Development Status of Students	4,000	--	4,000
	6. Adult Education	2,000	5,292	7,292
	7. Articulation with Community College	(included in 1, 2, and 3 above)		
	8. Administration	37,841	65,500	103,341
	TOTAL	$155,000	$116,911	$271,911
Los Angeles	1. Counselor Aide Inservice	$ 12,005	n.a.	n.a.
	2. Professional Staff Inservice	12,005	n.a.	n.a.
	3. Formative Evaluation of Counselor Aide Impact	15,990	n.a.	n.a.
	TOTAL	$ 40,000	n.a.	n.a.

Table 1 (Continued)

Project	Component	VEA, Part C Funds	State and Local Funds	Total Funds
Richmond	1. School Community Involvement	$ 20,928	$ 2,893	$ 23,821
	2. Curriculum Development and Implementation	29,608	3,218	32,826
	3. Study Trips	26,678	2,893	29,571
	4. Inservice Training	28,932	3,218	32,150
	5. Career Guidance Centers	21,676	3,218	24,894
	6. Guidance and Placement	22,178	3,218	25,396
	TOTAL	$150,000	$ 18,658	$168,658
Sacramento	1. Identification of Career Clusters	$ 1,867	$ —	$ 1,867
	2. Staff Inservice	11,519	—	11,519
	3. Identification and Use of Community Resources	9,468	—	9,468
	4. Development of Media Resources	18,191	4,000	22,191
	5. Integration	8,496	400	8,896
	TOTAL	$ 49,541	$ 4,400	$ 53,941
San Diego	1. Development of Career Materials	$ 13,520	$ 6,358	$ 19,878
	2. Staff Development	12,685	1,397	14,082
	3. Exploratory Services for Students	13,299	9,720	23,019
	4. Career and Media Centers	14,580	1,855	16,435
	5. Community Information Exchange	3,441	240	3,681
	TOTAL	$ 57,525	$ 19,570	$ 77,095

Table 1 (Continued)

Project	Component	VEA, Part C Funds	State and Local Funds	Total Funds
Santa Barbara	1. Curriculum Development	$ 16,200	$ 600	$ 16,800
	2. Inservice Training	28,340	600	28,940
	3. Classroom Extension	9,650	600	10,250
	4. Media and Materials Production and Use	19,400	—	19,400
	5. Secondary Career Exploration	18,880	12,900	31,780
	6. Career Counseling	14,170	14,100	28,270
	7. Placement Assistance	3,000	600	3,600
	8. Community College Career Development Activities	9,200	—	9,200
	9. Adult Career Guidance	12,550	600	13,150
	10. Parent and Community Involvement	3,450	—	3,450
	11. Administration	20,160	2,100	22,260
	TOTAL	$155,000	$ 32,000	$187,000
Sonoma	1. Teacher Inservice	$ 9,280	$ —	$ 9,280
	2. Counselor Interns	1,008	—	1,008
	3. Student Career Awareness	9,280	—	9,280
	4. Administrative Leadership and Implementation	$ —	36,333	36,333
	TOTAL	$ 19,568	$ 36,333	$ 55,901

III. EVALUATION

In beginning this chapter on evaluation, it is important to indicate that there are a number of definitions of what project or program evaluation is, what it sould encompass, who should engage in the process, and when the process should occur. Answers supplied to these questions or issues vary widely, even among those who are regarded as the experts. At one extreme, some would simply provide a description of programmatic effort and call this evaluation. At the other extreme, some insist that any effort worthy of the evaluation label must be as scientifically rigorous in design and execution as the best research in the behavioral sciences. Between these extremes of simple description on the one hand and true experimental design on the other, any number of other definitions of evaluation and its methodologias may be identified. Despite the apparent differences, some characteristics of the evaluation process have emerged on which there is considerable agreement. Among the agreed-upon characteristics are the following:

1. The primary purpose for evaluating an educational program is to provide information for making decisions about the program.

2. Evaluation information gathered should be useful for making decisions about improving programs, not just for decisions about continuing or terminating them.

3. Evaluation is a multi-step process. An early step involves establishing goals and objectives for the program. Other steps may follow leading on to an intermediate step involving the gathering of information concerning the achievements of the program, with particular reference to the agreed-upon goals and objectives. Final steps include the application of value judgments in a decision-making process involving interpretations of the information which has been gathered.

4. The interpretation of evaluation results should take into account possible long-range program objectives as well as short-range objectives.

5. Evaluators should be alert to any unintended effects that a program may have as well as to the presence of planned effects.

While other characteristics of the evaluation process on which there is agreement may be cited, it is important to remember the five characteristics listed above in a discussion of the results reported in these Part C projects.

Evaluation Design: Internal

As indicated on pages 5 and 6 of this report, the designs for evaluation (among other elements) for each of these eight projects are contained within the PAMES documents for the projects. Each component of each project has its own evaluation design.

The designs provide for both process and product evaluation. As usually defined, process evaluation is concerned with stating events that are required to implement a project and documenting that the events have occurred. Sometimes an assessment of the effectiveness of the processes in contributing to the overall goals or mission of the projects is provided for. As one year action research projects, with limited or no previous experience in the concepts of the Career Education reform movement, the projects described in this report have been largely concerned with establishing the necessary events required to implement Career Education programs. Providing a needs assessment, providing for staff inservice training, curriculum revision, production and obtaining of materials are examples of the processes required to implement these projects.

Product evaluation is usually described as being a determination of the effectiveness of the impact of programs upon targeted groups. In these projects, impact of the curriculum upon students, impact of inservice programs upon staff, and a determination of the value of the materials produced in the projects are examples of possible product or impact evaluation.

Those sections of the PAMES documents concerned with evaluation of components typically begin with a statement of rationale for the component, continue with a summary description of the effort to be carried out through the component, define one or more goal statements for the component, list one or more objectives related to the goals statements, and end with a statement of procedures indicating how and what kind of evaluation information will be collected. That section of this chapter which describes the objectives of these projects clearly indicates that 90 percent or more of the stated objectives are process objectives. That is, there is an indication that an event will occur, something will be produced, something will be obtained, or a set of services will become available to students. The evaluation under such circumstances is a simple check-off that the event did occur, the something was produced or obtained, etc. A statement of the documentation supporting the occurrences or productions is provided, but rarely is any attempt made to assess the quality of these or their impact upon the student or staff member.

Some product or program impact objectives have been written. These generally are concerned with the impact of selected aspects of the program upon target students and frequently state the objective of the selected aspect is that there will be some improvement in achievement of these pupils from the beginning of the year to the end. When such improvement is found to occur the success of the component or selected aspect of the component is accepted.

Objectives of the Projects

This report does not indicate in detail each objective for these projects, as such a listing seems pointless. The meaning of the objectives would be obscured by the length of the list. However, the general nature and number of objectives for each component in each project is indicated below.

Camino Cooperative Project

Needs Assessment: 2 process objectives providing staff time for an examination of the existing curricula and procedures for implementing curricula to determine to what extent career education activities were available to students at the beginning of the project.

Career Information Bank: 4 process objectives providing for the development of audio-visual career education units by students in grades 4, 8, 9-12, and Sacramento City College; 1 student impact objective indicating that students involved in the production of career education materials will have greater knowledge of the occupations represented in these units than will students who are only exposed to the information in an instructional mode.

Inservice Education: 1 objective providing for the assessment of the needs and problems of students and for previewing career information materials; 5 objectives providing time for staff to develop methods of examining career education materials and community resources in workshops and other inservice work sessions.

Impact Learning Activities: 2 process objectives providing time for students to explore career opportunities through meetings with community resource persons and through field trips; 2 student impact objectives indicating that students in targeted grades would improve in understanding of the educational and job related skills in the careers they were exploring during the course of the project.

Work Experience: 4 process objectives establishing the mechanisms for providing students with current job information and opportunities to participate in work experience programs; 1 objective indicating that students will develop salable skills through their involvement in work experience.

Guidance: 2 process objectives which provided students with counseling and time to review academic achievements, career interests and to evaluate these interests in relation to their choice of career (lifestyle) as future citizens of the community.

Covina-Valley Unified School District

Guidance: 4 objectives indicating that 70% of project pupils in grades K-6 would be able to identify and understand the useful application of three of their own primary motivations and would be able to describe their parents' occupations and identify the career cluster or group into which these occupations fall; 2 student outcome objectives indicating that 70% of project pupils in grade 7 could identify their highest and lowest fields of interest (as measured by the Kuder Interest Inventory), and identify one or more occupations directly associated with their field of major interest; 2 objectives indicating that 70% of 8th grade project pupils could accurately identify the three components of the decision-making process and could demonstrate the application of this knowledge in a simulated situation; 1 objective which calls for the reduction of baseline truancy and discipline referrals in the 8th grade by 25%; 2 objectives which provide for special counseling of 9th graders so that 80% of those participating in this activity would attain a reasonable level of confidence in the identification of their abilities/interests and the formulation of their educational plans; 3 objectives which provide for a Special Career Guidance Unit for 10th grade students which will enable 70% of the project students at that grade level to identify one or more of their high interest fields or clusters, rank their three highest performance or achievement areas, and select three fields of high interest to them for further investigation; 1 objective calling for Special Counseling for 11th and 12th grade project pupils who are unsure about their future, so that 90% of this group attain a more decisive and confident attitude regarding their future plans; 3 objectives providing, through employment of a Work Experience Aide, job placement opportunities for no fewer than 50 11th and 12th grade students at each high school, 10% of which will be related to the student's career interest, and also providing for all students involved in this activity the opportunity to learn job obtaining and maintaining skills (i.e., filling out applications, conduct on the job, etc.); 2 objectives which provide for the orientation to and use of Career Center materials and experiences by 50% of the project students in each high school.

Program and Staff Development: 3 objectives providing for staff time to prepare "written strategy alternatives" which will refine and develop existing specifications in their curriculum areas, to develop career bridge building materials which maximize the utility of inter-level Career Education experiences, and to develop media presentations and community resource information banks (grades 7 - adult); 1 objective providing staff time at the intermediate through adult levels to review program and course goals and objectives, as well as instructional strategies, and to develop instructional activities which would enable students to meet the objectives of the seven existing curriculum areas; 1 objective providing for the staff time of ten community college teachers to design career bridges and to develop plans for utilizing career development information and media presentations; 1 objective providing for the replication of the curriculum model of the seven existing areas in five additional curriculum areas; 2 objectives involving coordination of information, materials, etc., and development of a program matrix to guide the introduction and maintenance of activities, so as to avoid duplication of effort and insure the full utilization of all existing resources; 2 objectives to provide staff time for the production of a major media presentation which would give 8th graders insight into the implications of program planning at the high school level, and for the continuation of the development and expansion of the Community Resources Bank.

Elementary Staff Development: 3 objectives providing staff time for the examination of the Elementary Course of Study and existing curriculum guides and multimedia approaches to determine applicability in career development learning, and for the development or selection of career activities for designated grade levels and schools; 4 objectives related to the review of initial curriculum guides and lesson plans, the selection and refinement of elements chosen for inclusion in the pilot program, the construction of curricular objectives, and the definition of the target population in terms of their cognitive, perceptual and personality characteristics; 15 student outcome objectives defining facts, concepts, and ideas regarding the world of work, values, skills, and attitudes which are to be attained by the pilot elementary students; 2 objectives providing staff time for selected participants to review, refine and develop implementation strategies for the career development curriculum and program objectives in their curriculum area, as well as to design and complete appropriate media presentations and resource banks.

Assessment of the Career Development Status of Students: 3 objectives providing for the development, refinement and production of appropriate survey instruments, and for the development of a computer program to enable the storage and retrieval of career development information about project pupils.

Adult Education: 2 objectives providing for a comprehensive career information center, and for at least one experience or exposure for all adult students to this Career Center.

Articulation with the Community College. 2 objectives to identify, clarify and describe for students in grades 7-14 available curriculum ladders and available careers; 1 objective to develop guidelines for students to follow in a step-by-step career development effort.

Administration: 5 objectives designed for the monitoring of all activity, so that it can be carried out in a cooperative and effective fashion.

Los Angeles City Unified School District

In this project, a series of 14 research questions were posed. The questions are directed to determining the nature and extent of career-related activities as conducted by Counselors and Counselor-Aides; differences in the nature and extent of career-related activities as conducted by Counselors who do and who do not have Counselor-Aides; evaluations of the effectiveness different Counselor and Counselor-Aide activities have upon selected student behaviors; inquiry into the nature of Counselor-Aide characteristics which are evaluated by Counselors as effective or ineffective.

Richmond Unified School District

School Community Involvement: 1 objective leading to the development of a community advisory committee; 1 objective providing for the enlistment of parents as volunteers in Career Education programs; 3 objectives providing for obtaining employer support for the work experience program and for publicity about the cooperation between the school and community resource agencies; 1 objective providing for liaison with the Contra Costa Community College; 1 student impact objective indicating that student participants will increase their career self-awareness as, in part, a consequence of the community involvement component.

Curriculum Development and Implementation: 2 objectives indicating that teachers and project staffs will develop curriculum guidelines and teaching materials for use in the Career Education program; 3 student impact objectives indicating that students will improve in career awareness, decision making, self awareness knowledge as, in part, a consequence of the Career Education curriculum provided; 2 objectives indicating that adult residents of the Model Neighborhood area will be provided career information services; 2 objectives providing specific courses in career guidance to students at the Contra Costa Community College.

Study Trips: 3 objectives providing study trips to representative business and industry stations and work experience for selected students; 4 student impact objectives indicating that the effect of the study trips and work experience programs will be to increase students' knowledge of the relationship of their abilities and interests to possible career choices.

Inservice Training: 2 objectives indicating that specific kinds of inservice experiences will be provided staff; 1 objective indicating that staff who participate in these inservice activities will be able to produce instructional materials according to required specifications.

Career Guidance Centers: 3 objectives providing for the establishment, equipping, and staffing of a career guidance center in each project school; 2 objectives providing for the use of the career guidance centers by students and staff in these schools; 2 objectives providing for the assistance to teachers by the career guidance specialist in each school; 1 objective providing for the administration of career tests and inventories and career counseling to each junior high target student.

Guidance and Placement: 10 objectives providing for the development of goals, materials, and procedures for the guidance, placement, and followup of target students at junior and senior high, community college, and adult school levels.

Sacramento City Unified School District

Identification of Pertinent Career Clusters: 3 objectives providing for the inclusion of Career Education staff, students and community representatives in identifying the career clusters to be included within the curriculum.

Staff Inservice Training: 6 objectives concerned with procedures for providing Career Education concepts, instructional materials, and resource personnel to teachers; 1 objective directing teachers to include Career Education activities into their lesson plans.

Community Resources: 3 objectives directed to bringing career community resource persons into classrooms; 1 objective providing for student field trips.

Media Resource Centers: 4 objectives providing for the identification and acquisition of Career Education media materials, development of media resource centers and scheduling pupils and staff to the centers.

Integration of Career Instruction and Guidance with Existing Programs of Instruction and Guidance: 1 goal statement indicating that teachers will gain increased awareness of where and how to implement a Career Education curriculum; 1 goal statement indicating teachers will gain increased understanding of student motivation; 2 goal statements indicating students will gain better understandings of the relationships of school to work, roles and responsibilities of workers, and various veelings and motivations for work; 5 objectives describe the processes through which students and staff are to achieve these goals.

San Diego County Cooperative Project

Development of Curriculum Materials: 4 process objectives indicating that 50 to 75% of the targeted elementary students will participate in Career Education activities throughout the year, 30% of the targeted secondary teachers will participate in curriculum development activities and 50% will provide at least two career activities during the school year; 2 student outcome objectives which indicate that 30% of all target students exposed to three or more Career Education activities during the year will show greater career awareness and more positive attitudes about work than those not exposed.

Exploratory Experiences for Students: 5 process objectives providing time for students to participate in on- and off-campus job exploration, with five percent of ninth and tenth grade students attending one week of technical classes at the Naval Training Center, and five percent of the adult students participating in "hands on" experience in a field other than the one in which they are currently employed; 1 outcome objective indicating that students participating in exploratory experiences (from elementary and junior high) will show better knowledge of job characteristics, their likes and dislikes than those not participating in such activities.

Staff Development: 3 process objectives providing time for 10% of all targeted elementary and secondary teachers to participate in curriculum development, for 10% of adult and community college teachers to participate in at least one voluntary workshop and for 20% to participate in an extension class; 1 outcome objective which states that students of teachers in the top 25% of involvement in the program will show significantly greater knowledge of the working world, better decision making skills, and more positive attitudes towards work and themselves than students of teachers not so extensively involved.

Career and Media Centers: 5 process objectives providing for a center in which career information will be made available to serve the intermediate, secondary, adult and community college population.

Community Information Exchange: 5 process objectives providing for the establishment of a Community Resource Committee to work with the project coordinators, providing for newsletters to parents of target elementary and secondary students and articles describing project goals, for recommendations by the Committee, and for public presentations to community and parent groups by teachers actively involved in Career Education.

Santa Barbara Career Education Project

Curriculum Development: 2 objectives providing for staff time for selected personnel to develop an outline of a Career Education-focused curriculum at each grade level and in each major subject area, and to delineate objectives for student outcomes in Career Education; 2 objectives providing for the inclusion of at least five curriculum experiences in 75% of the project preschool and elementary classrooms, 50% of the jr. high classrooms, and 30% of the high school classrooms; 2 objectives requiring that a randomly selected sample of students at each grade level in project schools will show significant growth in career awareness and in the understanding of the school activity/career choice and success relationship.

Inservice Training: 3 objectives providing for various degrees of awareness of Career Education concepts within selected groups of personnel, the infusion of this awareness into classrooms by project teachers, and on-going small group assistance for teachers in developing the Career Education concepts for their students; 2 objectives providing for summer inservice training and monthly small group meetings to learn about and explore media and curriculum experiences and activities.

Classroom Extension Activities: 1 objective to require that 75% of elementary and 33% of secondary project teachers use classroom extension activities; 2 objectives indicating that students will get something out of these classroom extension activities, in terms of awareness of careers thus exposed to and in some specific knowledge learned about these careers.

Media and Materials Production and Use: 1 objective providing for a Resource Media Specialist who will produce Career Education materials and teaching aids; 1 objective providing for the production of 5 career cluster videotapes by the Dos Pueblos High School Videotape Production Class.

Secondary Career Exploration and Orientation: 3 objectives regarding the use of the Career Information Center by students (80% must visit and 75% of a random sample must show significant growth in career awareness) and by teachers (50% must use information from the Center in their classrooms); 1 objective requiring that 125 9th graders must participate in an Exploratory Work Experience Program.

Career Counseling: 1 objective to show that a random sample of 50 students at each grade level in secondary project schools will have selected course offerings which are compatible with their preliminary career planning, presumably as a result of testing and counseling.

Placement Assistance: 4 objectives concerned with the identification of graduates seeking employment, their training in job obtaining skills, and the assistance given in placing them via location of potential employers; 1 objective requiring that 75% of the graduates seeking employment and using the career education assistance will obtain employment within 90 days of graduation.

Community College Development Activities: 4 objectives providing for dissemination of information to day and evening students, and the counseling and testing of students.

Adult Career Guidance: 3 objectives providing for community contact of adults and for the testing and/or counseling of referred adults, which is satisfactory to them and which provides encouragement for them to take courses or seek more satisfying employment.

Parent and Community Involvement: 3 objectives providing for the establishment of parent resource groups in each school, for community resource groups in the fields of mathematics, science, social science, and humanities, and the publication of teacher guides to the use of these resource groups.

Project Administration: 4 objectives providing for the direction, management, and coordination of all project activities, and maintenance of project reports including budgets.

Sonoma County Project

Teacher Inservice: 1 objective for each of the four inservice days planned for teachers and counselor interns; these objectives describe the planned outcomes or impact of the inservice days upon the participants.

Counselor Interns: several objectives which indicate that the purpose of the interns is to assist teachers in facilitating Career Education developmental activities.

Administration: 4 objectives which describe what the project director should accomplish at four different checkpoints throughout the project year.

Student Career Awareness: 1 objective indicating that students in target classrooms will participate in the implementation strategies developed by their teachers; 1 objective indicating that these strategies will include statements of desired student behavior and that 80 percent of participating students will achieve these behaviors.

Evaluation Findings

During the fourth site visits to these projects (two days at each site), conducted in June and July 1974, representatives of the third-party agency (ETS) examined the evaluation documentation provided by project staffs. Final internal evaluation reports were later provided to the third-party agency by five of these projects (Camino, Los Angeles, Richmond, Sacramento, Santa Barbara). Following the fourth site visit, representatives of the third-party agency wrote concluding site visit reports which summarized the documentation available at that time with respect to the activities (process objectives) achieved and the impact of these activities (product objectives) on students and staff. Copies of these site visit reports were distributed to members of the California Career Education Task Force and local project staffs. The following summary of the evaluation findings for each project site is a synthesis of the information contained in the fourth site visit reports plus that contained in the project internal evaluation reports (from the five projects which provided such reports to the third-party agency).

Camino Cooperative Project

The reports and other materials examined during the two-day fourth site visit were largely evidence of the activities engaged in by students and staff during the academic year. Field trips to a variety of occupational settings had been extensive, and selected trips became the basis for audio-visual documentation--color slides and audiotapes of interviews--that was to be retained for presentation to other groups of students. In many instances the slides and audio commentary had been put together into effective audiovisual packages. Most of the work--planning, organizing, contacting people in the field, developing the color slides, and putting together the final packages--had been done by students, at the elementary as well as high school and college levels.

Work experience programs within the schools had also been set up and run by the students. Lists of community resources for Career Education had been developed and organized for later use in the schools. Guidance programs involving self-assessment with respect to interests, attitudes, and goals were also carried out. All these activities were helped along by teacher in-service training and assessment of local Career Education needs carried out within the project.

The impression given by the reports of project activities and of informal teacher judgments of student response to the program is that a high level of student activity oriented toward self-awareness and career exploration was maintained. Students probably spent more time outside the classroom observing adults in their daily work activities than is customary in classrooms not attempting to achieve announced Career Education objectives. Teachers more often than not reported that student enthusiasm was higher than usual, that they got more deeply involved with the Career Education activities than they typically did with more traditional school activities, and that the teachers themselves found the activities stimulating. Further, the cooperation and interaction fostered by the project among the various levels--elementary, high school, and college--was an indicated added benefit of considerable value to the project. The activity reports and statements of opinion produce an impression that the project was valuable. A sufficient number of projects was observed by the third-party representative to lead to a clear conclusion that the reports provided by the project staff accurately describe the activities and products of the program.

As auditor of the evaluation processes, a task of the third-party agency was to verify the accomplishment of the planned evaluation procedures outlined in the PAMES document. With one major exception, the evaluation was carried out according to the approved plan. The exception was the almost complete absence of measures of student learning or changes in attitude associated with the program. Camino Union School District did report student scores at the end of the 1973-74 school year compared with those of the preceding year on achievement tests and an attitude inventory. Substantial increases in eighth graders' role expectations as measured by the attitude inventory were reported. This increase cannot be attributed to the program alone, however. Because of the absence of any group against which the gain can be compared, no way exists to rule out other explanations not connected with the program for that gain. No interpretation of the observed change in attitude was reported. No other school district in the cooperative project other than Camino U.S.D. gathered data that could be used to assess the program's effects on students.

Therefore, the information available for site visit review and the information provided in the final report are found to describe the student and teacher activities engaged in as a result of participation in the project reasonably well, and such information provided evidence that the process objectives of the project were realized. However, no defensible evidence of the program's effects on students is available from this project.

Covina-Valley Unified School District

The basis for the design and planning of this project came from an extensive series of district studies spanning more than a decade. These need assessment studies generated a data base for analyzing the progress of students during the Career Education project and for following their progress after high school graduation. Objectives for the project are based upon these needs assessment findings. Evaluation data provided to the third-party agency are organized by components within the project.

Guidance Components

1. Eighth grade: Career guidance activities at this level were planned to assist eighth graders in developing decision-making skills that would help them make wise choices upon entry into high school. The objective of the activity stated that 70 percent of the 1200 eighth grade students in the district would be able to identify their highest and lowest interest fields as measured by a standardized interest inventory, and the occupations related to their highest interest fields. Moreover, the objective also anticipated that 70 percent of these students would be able to identify accurately three appropriate high school elective courses related to their highest interest fields.

   Data available at the time of the third site visit indicated that these student objectives were realized. It was also indicated that several useful by-products of this activity were achieved. These included an unexpectedly high level of parent participation with students and teachers in a series of seminars on decision-making skills, and positive expressions from students, teachers, and parents on the values of the surveys of student interests and aptitudes.

2. Elementary guidance, grades 1-4: Special guidance kits were used in these grades, that were designed to make students aware of themselves and others, the importance of human relationships, the importance of work in their future lives, and to give encouragement to explore life styles and satisfactions related to different occupations. Evaluation of the effectiveness of these kits was provided through administration of selected items from a standardized personality test. The data are inconclusive. On some items students showed increased positive reactions while showing slight to moderate decline on others. These results do not suggest that

the objectives of increased student self-awareness, career awareness, and self-understanding were achieved. However, it is possible that the test items used to assess the outcomes of this activity are not validated appraisals of the outcomes. Two pieces of attitudinal data speak in favor of the program. First, students commonly reported that they liked this guidance activity next best to recess. Secondly, the extensive class discussions prompted by the use of the guidance kits brought extremely favorable response from teachers for this activity beyond that anticipated by project administrators.

3. Tenth grade guidance unit: This unit, part of the district's general state-requirements course, stressed the development of students' abilities to evaluate themselves (particularly their interests) and to relate their interests to career clusters and occupational possibilities. Results from the pre/post administration of a standardized career maturity inventory and a survey of readiness for career planning indicated that students improved their understanding of their occupational and educational interests, educational requirements for selected occupations, needs for special help, and had more positive attitudes toward themselves and the values of career planning and training.

4. Career centers: Process objectives for this activity stated that 50 percent of the students in each high school would receive career orientation through the utilization of these career centers. In each center, the number of student users of the center exceeded the 50 percent required by the objective and 70 percent of the users found the center moderately to extremely helpful, with the information provided being interesting and easy to understand. However, the effectiveness of the centers was not found to be uniform for all student groups as some student users declined in the positiveness of their responses to the centers during the course of the school year.

5. Eleventh and twelfth grade job placements: Assessment of the objective of this activity to provide an increase in job placement opportunities for junior and seniors indicated that the objective was realized. Ninety-two additional opportunities for employment were identified by staff, and over 40 students were placed in new job stations. Assessment of companion objectives of the activity (determination of the satisfaction of students and employers with these placements) was not carried out.

6. Counseling of "at risk" students: Targeted students for this activity were 112 seniors and 68 juniors who indicated that they had no plans for career selection, or who indicated that they were undecided or needed considerable help with respect to career selection. In addition, these students had low grade point averages, minimal patterns of participation in academic and extra-curricular experiences, and showed general ambivalence or confusion regarding their present education and future plans. These students received intensive special counseling arranged outside the school day, on Saturdays, evenings, and at vacation times to accommodate their working schedules outside the school day. Followup assessment of the counseling activities indicated that only 13 of the 112 students remained undecided or without career plans at the end of the activity. The objectives of this activity are found to be achieved.

7. Junior college counseling for "at risk" students: A career planning program for 400 senior students identified as the targets for this activity was conducted. The activity brought college counselors to the high school campuses to assist students in selecting majors and special programs of study. All of the senior students participating in the activity were given the opportunity to rate the various aspects of the program. The ratings of these students in each of the categories ranged from 65 to 85 percent positive responses for the program.

Secondary Curriculum Component

The process objective in this component of involving 24 intermediate and 42 high school, continuation, adult, and special education teachers in the development of specific Career Learning Experiences (units of instruction) was achieved. Each CLE produced had process objectives, student outcome objectives, and specific descriptions of the methods, materials, and human resources required to implement the units. CLE's were developed and implemented in science, foreign language, business education, social studies, home economics, art, industrial education, and physical education. Coverage in terms of number of tested units produced and in curriculum coverage met the process objectives for the component. Specific student outcomes of these units were generally achieved; however, student outcomes on additional criterion measures were not achieved to the level anticipated by project staff.

Elementary Curriculum Component

This project activity was directed toward the development, refinement, and implementation of career learning experiences, guides, materials, and multimedia packages for use in the elementary schools of the district. The developments in this component are found to have achieved the process objective of involving 22 elementary teachers in the completion of such materials. Assessment of student outcomes from use of these materials was provided through administration of an occupational information survey on a pre/post basis. Mean posttest scores for all students showed an increase in knowledge and understanding of occupations and it is found that the materials produced were successful in achieving the desired student outcomes.

Adult Education Component

The main activity within this component was the development of a career guidance and counseling center for adults. The recommended plans for the organization and operation of the center were completed and the center became operational. The assessment of the center was primarily concerned with keeping an account of the numbers and characteristics of the adults served, the services provided, and the clients' reactions to their experiences in the center. A followup survey with a sample of the 204 clients served by the center indicated that 70 percent felt the services had resulted in a change of career and educational plans, and 90 percent expressed confidence in the plans they had decided to follow. Other assessments of the center were not conducted as planned because of time constraints.

Career Development Articulation With The Community College

The objective to develop articulation with the community college was achieved in four curricular areas: health services, home economics, business education, and industrial technology. The major products and vehicles used to achieve articulation were a set of narrated filmstrips which described and illustrated options and opportunities that bridged across the high school and community college offerings. Testimony of the value of these materials was sufficient to indicate that the developments should be continued into other curricular areas. No student assessments within this component were required at this stage of development.

Los Angeles City Unified School District

A final report by the internal evaluator for this project was provided. The report summarizes the research with respect to the 14 research questions posed. These questions attempted to determine the pupil's perception of the Counselor Aides provided through project funds and the impact of the new set of services provided by these Aides on a regular counselor's activities and on pupil attendance. The research report provided by the internal evaluator is of high quality. Findings indicate that Counselor Aides reported more of their time spent in career-related activities than did regular counselors. No consistent pattern in the change of a counselor's activities after the addition of Counselor Aide services was found. Pupils assigned to the Counselor Aides had higher absence rates at the beginning of the activity than did pupils in general and these absence rates were reduced during the project year; however, the rate did not drop to that of the general school population. Aides were viewed very positively by pupils and by most counselors. Aides who were under 30 years of age were seen by more pupils as "very interested" in student welfare than were Aides over 30 years of age. Aide success was significantly related to the setting in which Aides were employed. Aides employed in school counseling settings were seen as more successful than Aides who were employed in counseling administrative situations.

Richmond Unified School District

A final evaluation report from the internal evaluator of this project has been provided. According to this report and other information provided to the third-party representative, the schedule of activities and events was carried out as planned. In the final report all project activities were classified under six principal categorical areas: School and Community Involvement; Curriculum Development and Implementation; Study Trips; Inservice Training; Career Guidance Centers; Guidance and Placement. A synthesis of the available evaluation data is provided below, by component.

School and Community Involvement

A group of local businessmen were invited to participate in the Career Education Advisory Committee and met twice as a committee during the school year. Through efforts of this committee and the project staff, arrangements were made for 82 speakers from the community to make Career Education presentations to project students during the year. The Career Education Specialist as each school was instrumental in making contacts with individuals and organizations in the community to arrange for speakers and set up field trips. The Project Director made 15 Career Education presentations to various community groups during the year. Documentation of these interchanges between school and community is provided in the internal evaluation report with further indication that this interchange represents a marked positive increase in interactions among students, teachers, parents, businessmen, and other sectors of the community.

Curriculum Development And Implementation

One primary goal of the Richmond project was to develop effective teaching procedures and units of instruction. All teachers involved in the project developed, field tested, and revised individual teaching units for Career Education. Most teachers felt they were satisfied with the time and energy expended by the Resource Specialists and Project Director in helping them develop their units, although teachers in general indicated that they would have liked more time for themselves to plan these units and more time in the actual teaching.

Evidence of student satisfaction with the Career Education curriculum provided was obtained through surveys and interviews of the pupils involved. That the curriculum was perceived as contributing to student needs and interests is evident from the reported findings indicating overwhelmingly that both junior and senior high students would prefer to be enrolled in Career Education classes for a second year, that these classes were perceived as helping them to acquire information useful in planning their futures, and that students found their school work increasingly relevant to their futures as they discovered concrete relationships between their school classes and their anticipated future lives, and that participation in Career Education activities had enabled them to get more out of school during the project year than they had before.

Study Trips

Commitments under this component were carried out. When students were asked to rank the preferred Career Education activities in which they had been involved, study trips were ranked highest.

Inservice Training

Inservice training for targeted teachers was provided through an orientation workshop conducted during August 1973 and through continuing association with Resource Specialists and the Project Director in the development of teaching units throughout the year. A primary goal of the inservice training was the development of positive teacher attidues toward Career Education. To assess the effectiveness of this component, an attitude questionnaire was administered to teachers before the August workshop began and near the close of the project year. Results indicate a change in teacher attitudes toward Career Education in the preferred direction by the end of the year. Additional results indicated that teachers had gained considerable knowledge of the career cluster concept and its potential utility as an approach to Career Education, and were more competent at preparing media and materials, using individualized instruction techniques, creating activities which could be infused into the regular classroom, and locating and using resource persons in the classrooms. Administration of the attitude and knowledge questionnaire to a comparison group of non-Career Education teachers showed clearly that targeted teachers had more positive attitudes toward the concept and felt more competent to implement a Career Education program than did the comparison group.

Career Guidance Centers

Career Resource Centers (libraries of career information materials) were maintained at each school except the Adult School, and the evidence provided indicates they were widely used by the students. According to the Career Specialists, all of the elementary and junior high school students visited their own Resource Centers at least once during the year while 75 percent of the senior high school students visited their Centers at least once. Seventy-five percent of elementary teachers, 83 percent of junior high teachers, and 50 percent of the senior high teachers made classroom assignments which required student use of the Resource Centers. Films, filmstrips, and other audiovisual materials enjoyed wide use at the Centers.

Guidance and Placement

The process objectives written for this component were achieved, as the required self-assessment instruments were administered to junior and senior high students and 45 work experience placements were provided for senior high students. The internal evaluator's data attest to the fact that students gained useful career experience and information through the work experience placements and Career Guidance Centers. Student evaluations indicate that the resources of the Centers were both utilized and appreciated by the students.

Student Impact Data

A substantial amount of information concerned with the impact of the program upon student achievements and attitudes at all grade levels, kindergarten through Adult School, is provided in the internal evaluation report. These data indicate that the project was successful in achieving the cognitive and attitudinal objectives for student achievement to which the project was committed. Knowledge of occupations, understanding of the relationships of school courses to careers, self-understanding of interests, values and abilities, improvement in specific basic skills, and improved career planning are outcomes reported in the extensive data tables contained in the internal report.

No significant differences between targeted Career Education students and comparison students with respect to attendance patterns, suspensions from school, and referrals for disciplinary purposes were reported.

Sacramento City Unified School District

Information provided through the third-party auditing process and in the internal final evaluation report indicates that the data requirements specified in the PAMES document outlining the procedures of the project, including the evaluation requirements, were satisfied by the data presented, with one exception. The pre and post measures of student learning specified in the PAMES document to evaluate the effectiveness of the community resources involvement were not administered. In every other respect the specified evaluation procedures were followed.

The evaluation information provided, as specified in the PAMES document, included the following:

1. Records of the composition and meetings of committees established at each of the two project schools to identify pertinent career clusters.

2. Records of the inservice training program carried out, including activities, lesson plans developed, use of resource personnel, and visits to other school sites.

3. Records of the materials acquired for the media resource centers and of their use by the pupils.

4. A final report, lesson plans, audio tapes of interviews with the teachers, plus results from a final teacher questionnaire designed to provide opinion of the effectiveness of the project in integrating Career Education procedures into the existing program of instruction.

While these data are not extensive, they are complete in satisfying the stated evaluated requirements with the one exception of the required pre-post measures of student effectiveness indicated above. These data and procedures provide little firm evidence of the success or failure of the project, however, as they represent largely unsubstantiated impressions regarding the project. The opinion of third-party representatives is that teachers were enthusiastic about the project and described instances in which the pupils seemed more involved in what they were doing than they would have been in more usual classroom procedures. Whether those procedures were particularly effective in improving student learning in desired areas of Career Education has not been established, however. The teacher survey, as well as comments by the Project Director, pointed out that the major effect of the project was to greatly increase the number, and probably the variety, of the field trips taken by the various classes. The asserted value of the field trips and other experiences has not been well documented, however, and the particular aspects of the field trips that made them valuable and the new kinds of classroom activities that produced the reported student attitudes and presumed better learnings were not identified or described.

San Diego County Project

The following overview of the available evaluation data is prepared from the third-party representative's fourth site visit report.

Student Impact Data

Sixth grade: Reported data are inconclusive in indicating that more students at this grade level had studied careers in depth at the end of the project year than they had at the beginning of the year. A non-significant increase in the percentage of students taking Career Education classes during the school year intersession is reported. Only slight differences between project and control students were observed for such variables as days absent, scores on an occupational cognizance test, and a survey of student use of and satisfaction with career services. Performance objectives for use of career centers by project students and satisfaction with career services were exceeded by project students, however.

Eighth grade: Results at this grade level are similar to those at the sixth grade level in being somewhat inconclusive. While slightly higher percentages of students attending intersession Career Education classes at the end of the project year than at the beginning are reported, it was also found that a smaller percentage of project students reported having studied careers in depth at the end of the project year than at the beginning. Some gain is reported in student use and satisfaction with career services during the course of the year.

High school students: Analysis of results of the student survey showed a trend of greater usage of the career centers by senior students with declining use by each successive grade below. The same trend was noted in the number of classes providing career information or career study. An increase in student satisfaction with career services was positively correlated with an increase in the amount of in-depth study of careers. On a test of occupational cognizance, students having studied careers in depth scored somewhat higher than those who had not, although students having studied one career performed slightly better than those having studied more than one career in depth.

Career Center Data

Data were provided concerning student use and satisfaction with the career centers at the project junior high and high school. Examination of the data reveals a significant amount of use of the career centers at both sites. An overwhelming majority of the students who visited the centers reported satisfaction with the visits.

Staff Data

Elementary/Secondary Teachers: Thirty-two percent of elementary teachers reported they were providing more Career Education activities during 1973-74 than they provided in 1972-73. Another 32 percent reported they were providing fewer activities and 26 percent reported the same. Forty-three percent of high school teachers reported that they were providing some Career Education activities.

Results of a teacher survey on attitudes and knowledge of Career Education showed high school teachers improving their test scores from the beginning to the end of the year considerably more than did the elementary or junior high teachers.

Adult School Teachers: Performance of adult teachers on the survey of attitudes and knowledge of Career Education showed a growth trend similar to that of high school teachers.

Santa Barbara City School District

A final evaluation report from the internal evaluator of this project has been provided. According to this report and evidence gathered by the third-party representative, the schedule of activities and events was carried out as planned. A synthesis of the achievements within the separate components is provided below.

Curriculum Development

The data provided indicate successful accomplishment of the objectives of this component. One objective specified development of an outline of a curriculum with a Career Education focus at every grade level. Publication of a strategy guide for use in grades K-6 represents a significant contribution in this area. A similar guide was being developed for use at grades 7-12. A second objective required teachers to include at least five curriculum experiences in Career Education in their classes during the project year. Combined data for all teachers indicates the objective was exceeded. Analysis by grade level indicates greater achievement at the preschool and elementary grades than at the junior high grades (where the objective is still achieved). High school teachers in general did not achieve the objective. Results from a pre-post testing of a randomly selected 10 percent of the targeted student population with two career survey instruments indicated that the differences between pre- and post-test means were statistically significant.

Inservice Training Component

No formal evaluation of achievement of the objectives of this component was conducted. Impressionistic data provided by the Project Director indicated the objectives of increased teacher competence in learning to use media and equipment in effective ways and in becoming familiar with Career Education curriculums and activities at assigned grade levels were achieved. Approximately 90 percent of project teachers are reported to have met monthly in small groups with demonstration teachers to discuss new curriculum experiences and activities in Career Education.

Classroom Extension Activities Component

One objective which specified that 75 percent of elementary teachers and 33 percent of secondary teachers would supplement their classroom activities with Career Education experiences for students was reported as achieved. No collection of information on student achievement of increased awareness of careers through these activities was made.

Media And Materials Production And Use

The number of materials to be produced locally and used by project teachers was achieved through the development of video tapes on five career clusters. Informal evaluation of these materials by the project staff indicated that these materials did not compare favorably with commercially available materials, however, and further development was not recommended. Taped career interviews with employed persons for use at the secondary level were judged to be more effective than the videotapes.

Secondary Career Exploration And Orientation

Four objectives were written for this component. The objective requiring 80 percent of high school students to use the Career Education Centers was achieved at one high school but not at a second. The objective of 50 percent of high school teachers using Career Center information in the classroom was not achieved. Significant growth in career awareness by a random sample of students using the Career Centers could not be reported since pre-testing with the required measuring instrument was not conducted. Moderate correlations between student use of the Career Centers and post-test scores on the required instrument were obtained, as were correlations with attendance and citizenship grade averages at one of the two project high schools. The objective that 125 ninth grade students at a junior high would obtain exploratory work experience was not achieved due to a difficulty in recruiting the required number of stations; however, 165 students did obtain work observation experiences of one to five days and 30 students actually did obtain exploratory work experience.

Career Counseling

A satisfactory instrument for measuring achievements within this component could not be obtained nor developed in time for evaluation of this component.

Placement Assistance Component

Four process objectives written for this component were achieved through providing students with a variety of different kinds of assistance in being interviewed for jobs following high school graduation. Verification involving the actual placement of students on such jobs will not be obtained until 90 days following student graduation.

Community College Career Development Activities

Objectives that 1,000 day and evening community college students would be provided one or more forms of Career Education and that 100 such students would receive in-depth career counseling and testing services were exceeded. A third objective indicating that 50 percent of these students would express satisfaction with the services provided was also exceeded.

Adult Career Guidance

Objectives that adult students would be provided career counseling and testing services similar to those provided to community college students could not be verified. The value of a mobile counseling service provided through a career information van was found to be less than desired in providing services to adults, and the objective was eliminated.

Community Involvement

Objectives requiring the establishment of an expanded citizens vocational advisory committee at the district level and a Career Education resource committee for each building in the project were achieved. A third objective requiring development and reproduction of a Career Education resource guide for teachers was also achieved.

Project Administration

All objectives associated with the administration of the project were verified as having been achieved.

Sonoma County Project

Evaluation information provided by this project was generally inadequate, with the exception of the information associated with the process objectives in the Administrative component. Written statements from the 14 resource persons who participated in the Inservice workshops provide some evidence that these teachers and counselors achieved some of the elementary conceptualizations of Career Education and made attempts to transfer these conceptualizations to a group of other teachers and counselors in target buildings. These teachers were unable to develop evaluation procedures to document the effectiveness of the instructional units and materials produced during the year, however. The project appeared to lack the necessary funding to provide those engaged in the inservice activities with the additional resource personnel to develop the project as originally conceptualized in the PAMES documents.

Participants

Participants in the projects are of several kinds. These include elementary, secondary, community college, and adult school students; teachers of such students; school counselors, administrators, and supervisory personnel; parents and other community members.

Since the projects were designed to have primary impact on classroom teachers and counselors (through the Inservice components) and on students at several levels (through the different forms of the Instructional and Guidance components), the number of persons in these groups is of particular interest. Table 2 provides such information as indicated by available reports from the projects.

With the exception of the Richmond project, which was designed to have impact upon students at all grade and age levels who lived within a Model Neighborhood Area (and in this school district were primarily blacks), no attempt in these projects was made to select student participants according to ethnic or socioeconomic status. Students in all projects other than the Richmond project are a cross-section of the student population of the districts. There is no evidence of Career Education being conceptualized as a deliberate attempt to "track" or section any participants.

Table 2

Targeted Participants in Career Education Project Schools

	Pupils		Teachers		Counselors and Other Ancillary Personnel		Schools	
Project	Grade	Number	Grade	Number	Grade	Number	Level	Number
Camino	4 & 8	1300	4 & 8	52	4 & 8	4	K - 8	16
	9 -12	1400	9 -12	42	9 -12	6	9 -12	2
	13-14	500-700	13-14	40	13-14	18	13-14	1
Covina-Valley	K - 6	2100	K - 6	80	K - 6	13	K - 6	8
	7 - 8	2700	7 - 8	52	7-Adult	44	7 - 8	4
	9 -12	5000	9 -12 & Adult	96	13-14	8	9 -12	3
	Adult	900					Adult	1
	13-14	n.a.	13-14	10			13-14	1
Los Angeles	K -12	340			K - 6	1		
					7 -12	12		
					Special Students	1		
Richmond	PreK-6	232	PreK-6	8	PreK-6	1	PreK	1
	7 - 8	300	7 - 8	6	7 - 8	1	K - 6	1
	9 -12	131	9 -12	4	9 -12	1	7 - 8	1
	Adult	94	Adult	5			9 -12	1
	13-14	47	13-14	2			Adult	1
							13-14	1

Table 2 (Continued)

	Pupils		Teachers		Counselors and Other Ancillary Personnel		Schools	
Project	Grade	Number	Grade	Number	Grade	Number	Level	Number
Sacramento	K - 6	479	K - 6	27	K - 6	2	K - 6	2
San Diego	K - 6	657	K - 6	54	7 - 8	3	K - 6	2
	7 - 8	800	7 - 8	31	9 -12	7	9 -12	1
	9 -12	1500	9 -12	98	13-14	16	9 -12	1
	Adult	200	Adult	55			Adult	1
	13-14	500					13-14	1
Santa Barbara	Pre K	243	Pre K	18	Pre K	3	Pre K	3
	K - 6	2475	K - 6	110	K - 6	5	K - 6	5
	7 - 9	1576	7 - 9	78	7 - 9	14	7 - 9	2
	10-12	2903	10-12	195	10-12	15	10-12	3
	Adult	255	Adult	85	Adult	1	Adult	1
	13-14	420	13-14	180	13-14	10	13-14	1
Sonoma	K - 6	880	K - 6	35	K -12	5	K - 6	6
	7 - 9	440	7 - 9	18			7 - 9	3
	10-12	440	10-12	18			10-12	4

IV. CONCLUSIONS AND RECOMMENDATIONS

This report has, so far, provided several descriptions. These include descriptions of the background of selection of eight Career Education projects, the context in which the projects were developed, the separate programmatic components of the projects, the processes and objectives for each of the components, and a review of the evaluation findings. It now remains to be indicated what may be concluded from the investigation of the third-party agency (Educational Testing Service) contracted to perform certain functions.

Roles Of The Third-Party Agency

In carrying out this investigation certain roles were assigned to the third-party agency. These roles included those of auditor, monitor, consultant, and summarizer. In the auditing role the responsibilities included those of examining and verifying project accounts and the evaluation data gathered by the projects. As monitors, ETS site visitors observed the projects in action and checked to see to what extent the required activities were being carried out. As consultants, site visitors gave professional advice within their areas of experience and expertise, with particular concern to achieving clarity in the stated objectives of the projects and improving the evaluation designs. As summarizers, the assigned responsibilities involved the preparation of interim and final reports on project developments and internal evaluations.

Conclusions

Each of these projects began with certain commitments made under the terms of their VEA grants. Generally, these commitments provided first for the development of a specified set of activities and materials based on the concepts and goals of Career Education as defined by the California Career Education Task Force and the U.S. Office of Education. Secondly, the set of activities and materials were to be evaluated. The commitments for development and implementation of activities are described generally on pages 6 through 16 of this report under the section, Scope Of The Projects, and, more completely, in the individual PAMES documents. The evaluation commitments are described on pages 23 through [illegible]2 of this report in the discussion of the internal evaluation designs and stated objectives of the projects. In that discussion important distinctions were made between process objectives and product or outcome objectives.

Activities. Site visitors from the third-party agency conclude that, with some exceptions, these projects did carry out the commitments for activity made under their contracts. Thus, readers of this report are provided assurance that when stated commitments require the establishment of career guidance centers in a specified number of schools, the provision of work experience stations for pupils, the development and field testing of instructional materials, the provision of inservice training experiences for staff, or the modification of regular curricula to provide for the inclusion of career-oriented experiences, these activities did occur at or near the levels specified by the contracts.

Throughout this investigation project staffs were generous in providing opportunities for ETS site visitors to observe in classrooms, career guidance centers, meetings for inservice education, and other settings, and to review project documents. The general impression of the third-party site visitors throughout this investigation was of a high level of activity, consonant with the announced definitions provided by the sponsoring agencies, on the part of both project staffs and students. Those instances where commitments for developmental activity were not fully carried out were minor, were made with the acknowledged consent of the Career Education Task Force, and do not appear to have affected the final statuses of the projects materially. In fact, it is our impression that the projects were sometimes over-committed. As is often the case, carrying out an experimental or developmental education project resulted in expenditures of staff time and resources beyond what the staff were compensated for. Much of the costs of these projects (particularly in the instance of smaller projects such as the Camino, Sacramento, and Sonoma County efforts) appears to have been borne by the teachers and administrators involved through their unreimbursed contributions of time and energy.

Process evaluation. Site visitors from ETS also conclude that, with some exceptions, the activities required for the evaluation of the process objectives, as stated in the PAMES documents, were also carried out. These evaluation activities frequently require, however, only documentation that the events or processes did occur at certain levels. Such documentation may be an entry in a log book, a listing of students or staff who participated in an event, or a count of the number of materials produced and implemented in the classrooms. While documentation of this kind is fully responsive at one level of process evaluation, as indicators that required events occurred (see the discussion of process evaluation on page 23 of this report), a second step that is sometimes undertaken, an assessment of the effectiveness of the different processes and events in contributing to the overall goals or missions of the projects, was either not taken or the available data are incomplete. For example, while there is ample documentation that many instructional materials were produced, school/community groups were formed, a high percentage of pupils visited career guidance centers, and study trips for pupils did occur, the relative merit of these events (other than their popularity with students and teachers) and their contribution to the total effort is usually unaccounted for.

Many instructional materials in the form of units, audiovisuals, and study books were prepared by the staffs in these projects. Such materials appear to fill voids in materials available from the commercial publishers and those staff, particularly teachers, who developed the materials are proud of their work. The materials which have been packaged for dissemination are attractive. Yet the effectiveness of the materials in changing student attitudes and increasing student knowledge is generally unknown.

There are some significant exceptions to the above statements, particularly in those projects which adopted an "infusion" strategy. These projects, particularly Covina and Santa Barbara, utilized the voluntary participation of a core staff in the conceptualization, development, field testing, and implementation on a wider scale in the district of those materials and processes which passed the field tests. The work of these core staff members in the named districts in producing evidence of effectiveness with student groups is an exemplary procedure which should be noted in any future dissemination activity. The built-in evaluation procedures with the process objectives in those projects using the infusion strategy did proceed through the second step of process evaluation as defined in this report. In these projects process evaluation merged into product or impact evaluation and the documentation of project effectiveness is considerably enhanced by the effort.

Product evaluation. The evaluation of what have been defined in this report as product objectives (a determination of the impact of the program upon staff and student achievements and attitudes) is less well documented than the first-step evaluation of the process objectives. More complete information is available for teachers than for students.

The available documents with respect to teachers supports a belief that, while they may have begun their work in these projects with some suspicion that Career Education is only another educational fad and with some disbelief in the feasibility of incorporating Career Education activities into their classroom programs, their interests and attitudes became considerably more positive as they gained experience. The observed facts that teachers did develop a significant number of Career Education materials and were able to incorporate Career Education experiences into the regular curricula are indicative of the achievement of the desired effects of the inservice education programs. Further, several projects (Richmond, San Diego, Covina, and Santa Barbara) provide survey data from participating and non-participating teachers. The reported data strongly indicate more positive attitudes and commitments on the part of participating teachers to Career Education concepts and more knowledge of processes for implementing Career Education programs into the regular curricula than for non-participating teachers. It is the general impression of the third-party investigators, gained both from on-site observations and a reading of the available documentation, that the principal effects of the entire funding effort were upon the staffs engaged in the projects.

The evaluation of the impact of the programs upon students' attitudes and achievements is less well provided for. Throughout this investigation representatives of the Career Education Task Force have stressed the importance of information concerning student data in particular. In the Request for Proposal* distributed by the Career Education Task Force an anticipated outcome from this investigation was for information on such variables as

- improving school attendance
- reducing dropout rate
- improving the students' career decision-making skills
- increasing job placement
- increasing school placement in advanced educational courses
- increasing vocational and technical course enrollment
- reducing youth unemployment
- appreciation for work of all kinds
- improved school performance
- increased knowledge of occupational options
- improved self-concept

ETS investigators believe that the expectation of information on the achievement of a number of these variables cannot be realistically expected from one-year projects. Some of the variables represent long-term outcomes, especially those concerned with increasing technical course enrollment, placing students in advanced educational programs, and reducing youth unemployment. The latter would be particularly difficult to either document or achieve in a rising period of general unemployment. Some of the variables are amenable to measurement in the short or intermediate run. Yet experience with a variety of other programs which have been ambitious in their goals to change student attitudes and achievements have shown that such changes, when they do occur, usually require more than a single year of effort.

Three of these eight projects (Camino, Sacramento, and Sonoma County) did not address their evaluations toward the determination of pupil outcomes at all. Such evidence as is forthcoming from the remaining five projects, whether addressed to the achievement of the variables suggested by the Career Education Task Force or other variables, is somewhat inconclusive.

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*Op. cit., page 4.

The Richmond project, for example, collected data on attendance, suspensions and referrals for disciplinary purposes on project and comparison pupil groups at elementary, junior high, and high school levels. Such differences as were apparent between the two groups were found to be not significant by appropriate tests of statistical significance. Richmond also reported data on reading achievements of project and comparison pupils at six elementary grade levels. Some dramatic increases in tested reading achievement are shown in classes designated as Career Education classes, but such increases are also found in the regular classes designated as comparison groups. The absence of a research design which assigned pupils and teachers at random to experimental and comparison groups (ordinarily not possible in public school situations) renders the findings concerning achievement in reading equivocal. Similarly, statistically significant difference between the performance of sixth grade Career Education pupils and non-Career Education pupils is reported on a test of occupational information, but such differences were not obtained with eighth and eleventh grade populations.

The Santa Barbara project found no statistically significant differences between project and non-project pupils on the variables of attendance, grade point averages, and citizenship records at the high school level. Better attendance among "high involvement" Career Education pupils than among comparison pupils at elementary and junior high grades was reported, however. This project also reported a trend toward higher achievement in reading skills by project pupils in elementary grades and statistically significant increase in scores on tests of occupational information by project pupils at elementary and junior high grades and at one high school.

Nearly all projects report survey data indicating the popularity of Career Education experiences and satisfaction with the special services provided among students at all levels.

In assessing the documentation and achievements of these projects it should be emphasized that the project staffs were not evaluating finished models of Career Education experience. As one-year projects they have been engaged in developmental action research. In such research a factual survey of the situation is first made. This was provided for in these projects through the needs assessment surveys and surveys for opportunities to place Career Education experiences within the regular curricula.

In succeeding steps in developmental research goals and a comprehensive plan for their attainment are projected (developed here through the PAMES documents), first steps toward implementation are taken (appropriate processes and activities were undertaken as described in the PAMES), and then other factual surveys are undertaken throughout the life of the research to determine the effects of the action steps. These projects made some of the additional factual surveys, both formally and informally, but it is not realistic that they should be expected to provide evidence of meeting the objectives of a finished model.

More appropriately, what appear to be the important outcomes of this funding effort are the following:

1. A set of promising Career Education experiences based upon the needs of pupils, staff, and community, and consonant with the definitions of the granting agencies have been identified.

2. Realistic parameters for the continued development of these experiences in district organizations of varying size, geographical location, and complexity have been established.

3. Teachers, guidance staff, other district personnel, pupils, and community members were engaged cooperatively in the planning and implementation of a curriculum reform effort of wide scope. This is set in contrast to curriculum development efforts which are directed toward a single segment of the curriculum, school, or community.

4. The experience gained in these projects provides a base for development of finished models of Career Education in additional years of funding and activity.

Implications And Recommendations

The conclusions which emerge from this investigation lead to a number of implications and recommendations. The bases for some of the implications and recommendations are fairly well documented in project reports. Others must be offered only as impressions of the investigating team.

1. A set of promising instructional and guidance practices and materials has emerged from the activities of these eight projects. Although based on only one year of developmental effort, some of the practices and materials have passed through

the field testing stage. Information concerning these field tested practices and materials, as well as on those which are promising by impression, should be disseminated to school districts throughout the state. This dissemination should be provided by some central task force or agency of the State Department of Education. The dissemination effort should include persons as well as publications.

2. To the extent that these eight projects are able to continue their programs without additional state or federal funding, they should continue to serve as demonstration projects in the entire dissemination effort. The Santa Barbara project, for example, reports that its most valuable contribution during the project year may have been in providing information and demonstrations to its many visitors interested in the potential adoption of Career Education programs. Perhaps the most valuable indicators of the locally perceived worth of these projects is the fact that some support from district administrations for continuing Career Education, at whatever level is possible without additional funding, has been voiced.

3. Career Education is an emerging concept and many of the definitions and guidelines are not yet fixed. The ETS principal investigator notes a recent Request for Proposal from the U.S. Office of Education to survey the 50 states and obtain definitions in both theory and practice. The concept which appears to be emerging requires interdisciplinary effort by teachers, counselors, curriculum specialists, and others. Extensive preservice and inservice education at school and district levels appears to be mandatory. An interdisciplinary consultation and evaluation group with specialized responsibilities in Career Education should be provided at the state level to stay on the leading information edge. Such a group now exists in the form of the Career Education Task Force. It is recommended that this Task Force should be continued at least at its present level, if Career Education continues to be a priority movement of the Department of Education.

4. Districts that wish to develop finished programs of Career Education should plan for a three to five-year planning, development, implementation, and evaluation period rather than for short-run efforts. It is unreasonable to expect conclusive data concerning program effectiveness from a start-up year of activity.

5. Extensive preservice and inservice education for staffs involved in the planning, developmental, and implementation efforts is mandatory. At the least, start-up funds beyond those usually available through district resources will be required for the preservice and inservice education programs.

6. In planning the pre- and inservice programs and in selecting the staffs to be included in the early developmental efforts. a process known as the infusion strategy has emerged from these projects as a promising practice. In this strategy, a core of participants is responsible for developing and field-testing materials and procedures and obtaining commitments from the district administration for establishing these within the curriculum of the district. The core group then serves as resource persons within individual buildings for extension of the first efforts.

7. In planning both the inservice program and the development/implementation efforts, increased attention should be given to the requirements for both process and product (outcome) evaluation. Indications as to where and how these steps merge should be provided.

8. Measurement of some of the anticipated outcomes of the effects of Career Education programs upon student achievements and attitudes remains a problem. Progress has been made in these projects in developing criterion-referenced tests associated with some of the locally-developed instructional units. Measurement of such larger constructs as career awareness, career decision making, and the relationship of a student's perceived self to his/her perceptions about careers is an unfinished task of the measurement profession. Both state initiative and state cooperation with research and development laboratories and commercial test publishers in the development of instruments which will appropriately measure the larger constructs is urged.

9. The PAMES system for management and evaluation of these projects was effective in indicating required events and fixing target dates and responsibilities. The system was more effective for management and first-level process evaluation (as defined in this report) than for determining the effectiveness of the impact of programs upon students and staff. The system needs to be extended to provide in a better way for determining program impact. A management system such as PAMES should be required of local districts if any large scale federal or state funding for Career Education is provided.

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